DOCUMENT RESUME

ED 049 473 CG 006 273

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TITLE	A Biography of a Class Study. Freshman Class Biographical Inventory: 1968-1969. Study 21. Freshman Class Status Report 1967-68, Studies 17, 18, 19 and Studies 23, 24, 25 for 1969-70.
INSTITUTION	State Univ. of New York, Buffalo. Div. of Instructional Services.
PUB DATE	70
NOTE	273p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$9.87
DESCRIPTORS	*Biographies, *College Freshmen, College Students, Demography, Questionnaires, *Research, Research Methodology, Research Projects, Statistical Analysis, Student Attitudes, *Student Characteristics, Student Distribution, *Student Experience, Student Records, Students

ABSTRACT

These seven reports are part of the developmental and longitudinal "Biography of a Class" research project at the State University of New York at Buffalo. Two reports contain demographic data, obtained from computer output, which describes the 1967 and 1969 freshman classes relative to: (1) sex, (2) marital status, (3) local residence, (4) first enrollment, (5) high school locale, and (6) permanent residence. Biographical data, such as mother's and father's education and occupation was collected via the Student Personnel Questionnaire. The major findings, comprising two reports, are presented for the freshman classes of 1967 and 1970. Another two reports describe the distribution of 1967 and 1969 freshmen with regard to academic field and curricula within fields. These data are presented as a function of sex, place of residence and local high school. The seventh report provides previously unpublished information about 1967 and 1968 freshman student attitudes toward their high school experiences, expectations about college, and future aspirations. In all reports comprehensive data tables are included. (TL)

ED049473

A Biography of a Class Study

FRESHMAN CLASS BIOGRAPHICAL INVENTORY: 1968 -1969

A Comparison:
1965 - 1966
1966 - 1967
1967 - 1968
1968 - 1969

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ABSTRACT

Freshman Class Biographical Inventory: 1968-1969

A Comparison: 1965-1966
1966-1967
1967-1968
1968-1969

This report, part of the Biography of a Class research project, provides previously unpublished information about the 1967 and the 1968 Freshman students' attitudes toward their high school experiences, expectations about their college experiences, and future aspirations. Comparisons are made with the two preceding classes where pertinent.

Data are based on the Freshmen who completed the Biographical Inventory during the Summer Planning Conferences in their respective entering years. The total number for each year is as follows:

1965 = 2072
1966 = 1833
1967 = 1526
1968 = 1930

Caution is advised in interpreting these data about attitudes, preferences, expectations, etc. since the degree to which respondents were influenced by social desirability, response sets, lack of experience or knowledge, etc. has not been ascertained.

MAJOR FINDINGS

A. SUNYAB

1. More than 70% of the Freshmen in each class said that SUNYAB was their first choice among the schools to which they applied.

2. Academic reasons were the most popular explanations of students' choice of SUNYAB: (1) reputation for high academic standards,
   (2) a subject area of particular interest, and
   (3) SUNYAB's outstanding faculty.

   The relatively low cost was the most frequently given personal response. The percentage of students who indicated SUNYAB was near their home has decreased sharply (52% to 37%) in four years, while a desire to "get away from home" increased (31% to 50%), reflecting the decreased commuter and increased resident population. More women than men in each class chose SUNYAB because of its academic reputation or because they wanted to get away from home.

B. HIGH SCHOOL EXPERIENCES

3. The least difficult high school subject, according to the largest percentage of men, was social studies; for women, it was English. The second largest group of both men and women reported mathematics as their least difficult high school subject.

4. The most difficult high school subjects, reported by the largest percentages of men, were foreign languages and mathematics; for women, mathematics and science.

FRESHMAN CLASS BIOGRAPHICAL INVENTORY: 1968-1969

A Comparison:
1965-1966
1966-1967
1967-1968
1968-1969

by

Jean M. Alberti
Gerry S. Brown

February 1969
Study 21

FOREWORD

In the Fall of 1964, the Division of Instructional Services established a longitudinal and developmental research project entitled Biography of a Class. The purpose of the project is to describe, in detail, characteristics of the students attending the State University of New York at Buffalo. The studies are undertaken to provide information about students to faculty and administration, and to contribute to the existing research in higher education.

Research was begun with the 1964 Freshman Class. These Freshmen, and the Freshmen of succeeding years, will be studied throughout their University careers and beyond. Studies incorporate census data, biographical characteristics, follow-up data, sample surveys, and interview data.

To date, four series of four census reports collectively entitled Freshman Class Status Report have been published for the 1964, 1965, 1966, and 1967 Freshman Classes as well as the first follow-up study on the 1964 Class and the first interview study on the 1966 Class.

The following study provides information about students' attitudes toward their high school experiences, expectations about their college experiences, and future aspirations. It reports previously unpublished data for 1967 and the 1968 Freshman Classes and compares it with that obtained for the two preceding Freshman Classes.

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INTRODUCTION

During each of the Summer Planning Conferences[1], 1965 through 1968, incoming[2] Freshmen were administered a Biographical Inventory, constructed by the University Research staff. It is composed of a series of multiple-choice and true-false questions concerning their attitudes, preferences, and opinions about their high school activities and experiences, as well as expectations about their college experiences and aspirations for their future. Responses to this inventory will be used in a variety of studies in the Biography of a Class research project of the University Research office.

This particular report presents a description of the pattern of responses of the 1967 Freshman Class and the 1968 Freshman Class, and a comparison of these responses with those of the 1965 and 1966 Classes on those items common to the Inventories administered. A slightly modified version of the original 1965 Inventory was administered to the three succeeding classes. However, about 90% of the latter instrument was identical to the original. A full description of the 1965 Inventory can be found in Biography of a Class Study No. 6.[3]

Since not all Freshmen attend a Summer Planning Conference, the data is based on 70% of the 1967 Class and 74% of the 1968 Class.

The data is presented in the form of the percentage of students selecting each option of a given item. As some students did not complete all items in the Inventory, percentages were based on the number of students responding to the particular item, rather than on the total number of students completing the Inventory. Since certain items in the Inventory allowed students to choose more than one option, percentages in tables presenting data from these items are not additive, i.e., they do not total 100%. Percentages not totaling 100 for those items with mutually exclusive options are due to rounding errors. The number of students who completed the Inventory in each class is as follows:

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[1] A series of conferences conducted for small groups of incoming Freshmen by University College, during which time students become oriented to the University and register for courses.

[2] Does not include students who already have college credit.

[3] Melnotte, J. Freshman Class Biographical Inventory: 1965-1966. Biography of a Class Study No. 6, Division of Instructional Services, University Research, State University of New York at Buffalo, April, 1966.

1965 = 2072
1966 = 1833
1967 = 1526
1968 = 1930

The responses for each sex are presented separately in the tables, but are compared in the text only when judged sufficiently different. When the report discusses "Freshmen," or "in general," making no references to men or women, the reader may assume that the distribution of responses is similar for the two sexes.

Responses to questions about attitudes, preferences, expectations, etc. must be interpreted cautiously. It is difficult to ascertain response validity when respondents are influenced by social desirability, response sets, lack of experience or knowledge, etc. The inquiry involved expectations and opinions at one point in time. The stability of responses for a given Class has not been investigated. However, the pattern of responses for many items over the years has remained relatively unchanged.

No attempt was made to assess the statistical significance of the difference in percentages for sex or for classes. In no way could the group of students who answered the Inventory be considered a random sample of the entire Freshman Class. Further, when an extremely large sample is involved, as is the case here, very small differences are statistically significant. The practical significance of such small differences, however, is highly questionable.

Results are presented in four sections: SUNYAB Selection, High School, College, and Future Plans.

The following abbreviations are used:

SUNYAB	State University of New York at Buffalo
M	Males
F	Females
T	Total

BIOGRAPHICAL INVENTORY

I. SUNYAB Selection

A. SUNYAB as First Choice

Of the schools to which students applied (Table 1), 70% said that SUNYAB was their first choice. This percentage is the lowest in the four year period, decreasing almost 10% since 1966.

Among the schools by which students were accepted (Table 2), 9 out of 10 students preferred SUNYAB. This ratio has remained relatively constant over the four-year period.

B. Reasons for Attending SUNYAB

Academic reasons were the most popular explanations of students' choice (Table 3). SUNYAB's reputation for high academic standards has consistently ranked first and the percentage so responding has steadily increased from 83% in 1965 to 91% in 1968. Another academic reason, a subject area of particular interest, ranked high, but has consistently decreased (80% to 69%) since 1965. This decline is substantiated by other research.[1] Students increasingly gave SUNYAB's outstanding faculty as one reason for attending (53% in 1965 vs 62% in 1968).

Personal reasons were often given as explanations for attending SUNYAB. As in past years, relatively low cost was the most frequently given response in this category. Reasons concerning distance from SUNYAB showed a sudden reversal from 1966 to 1967[2]. The percentage of students who indicated SUNYAB was near their home has decreased sharply (52% to 37%) in four years. Conversely, a desire to "get away from home" increased (31% to 50%) as a reason for coming here. In each class, about 40% of the students indicated that their family wanted them to attend SUNYAB.

Social responses concerning "Fun and Games" (19% in 1968) and presence of friends (17% in 1968) have remained the lowest-ranked responses over the four-year period.

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[1] Freshman Class Status Report #19 (Choice of Major) shows the percentage of students who have not decided on a major has increased over the four-year period.

[2] Freshman Class Status Report #18 (Composition of the Freshman Class) indicates that the percentage of Freshmen from the Buffalo area decreased from 61% in 1966 to 50% in 1967 while the percentage from the New York Metropolitan area increased from 22% to 32%.

Differences between the responses of males and females in reasons for attending SUNYAB were evident in two categories. A noticeably and consistently larger percentage of women than men in each class chose SUNYAB because of its academic reputation and because they wanted to get away from home.[1]

Only about 10% of each class has had a sibling previously or currently enrolled and less than one percent had two or more siblings enrolled (Table 4).

C. Distance

In 1968, for the first time, a majority of Freshmen resided more than 200 miles from SUNYAB (Table 5). This proportion has increased rapidly since 1966 (from 32% to 52%). There has been a compensatory decrease in the percentage of students who live less than 20 miles from SUNYAB (48% to 31%). This shift is particularly noticeable among males. This change in distance from students' permanent home to SUNYAB reflects the decreased commuter and increased resident population.

II. High School

A. Least Difficult Subject

In the four classes, English, social studies and mathematics were each chosen by about one-fourth of the students as the easiest academic area in high school (Table 6). Sex differences in selection were noticeable, however.

More women than men consistently said that English and Foreign Languages were their easiest subject; more men than women consistently chose Social Studies and Science. Nearly equal proportions of both sexes said Mathematics was their easiest high school subject.

B. Most Difficult Subject

Approximately 30% of the students in each class felt that foreign languages had been the most difficult subject in high school. Mathematics was the next most frequently chosen area of difficulty (Table 7).

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[1] Freshman Class Status Report #18 (Composition of the Freshman Class) shows the percentage of women living in University residence halls exceeds that of men for each year reported.

Again, a sex bias was evident. About 40% of the men in each class, compared with about 20% of the women, thought foreign languages had been most difficult. Also a larger percentage of men than women (e.g., in 1968, 15% vs 8%) thought English had been their hardest subject. Conversely, the percentage of women in each class who felt science had been their most difficult subject was about twice that of men (e.g., in 1968, 26% vs 13%).

C. Evaluation of Subjects

When asked to indicate their attitude toward various high school courses, approximately three-fourths of the students in each class (the largest percentage for any subject) indicated they liked science (Table 8). English, social studies, physical education, and mathematics followed in decreasing frequency.

A sex bias was evident. Compared with women, more men in each class liked science, physical education, social studies, and mathematics. More women than men liked English, foreign languages, music, art, and business.

The subject that most students disliked (an average of 40% over 4 years) was foreign languages, with about twice the percentage of men as women so indicating.

Student attitudes toward their high school courses have been remarkably consistent over the years.

D. Homework

Over the four years there has been a steady decrease in the amount of time high school students spent on homework (Table 9). Women consistently spent more time than men. The largest percentage of students in each class studied between 6 and 10 hours per week (39% in 1968). The percentage who spent 5 hours or less per week increased from 15% to 23% in four years.

In accordance with these findings, over the years a majority of students perceived their homework load as "average" (Table 10). However, an increasing percentage of students perceived their homework load as "light" (22% in 1965 vs 28% in 1968) and a decreasing percentage perceived it as "heavy" (21% in 1965 vs 16% in 1968). As females also indicated spending more hours per week studying than did males, they also perceived their load as heavier.

E. Enjoyment of Studying

The largest percentage of Freshmen (about 50% of each class) reported they "sometimes" enjoyed studying in high school (Table 11).

The percentage of Freshmen who "frequently" enjoyed studying decreased from 35% in 1965 to 25% in 1968. A compensatory increase was observed among the students who reported they "sometimes" enjoyed studying.

Women enjoyed studying more often than did men. In each class, the percentage of women who "frequently" enjoyed studying exceeded that of men. The opposite was true for those who "rarely" enjoyed it.

F. Study Skills

Generally, students either felt that they knew how to study well or they were "uncertain" about the adequacy of their study skills (Table 12). Approximately 40% of each class chose each of these categories. Only 18% of the 1968 Freshmen said they didn't "know how to study well."

G. Types of Assignments

The assignments preferred by the greatest number of students (approximately three-fourths) in each class involved discussing personal opinions (Table 13). Independent research showed increasing preference (59% in 1965 vs 68% in 1968). Almost two-thirds of each class indicated they liked mathematical computation assignments. Assignments involving looking up facts, creative writing, and finding opinions in literature were liked by fewer than half the students. A problem of interpretation is encountered in this question. One option read, "had no particular feelings about it." This response could be interpreted as meaning that the student had contact with the area but had formed no opinion about it or that he had no experience with the area. Considering that these students had just graduated from high school and that each area rated as "disliked" by the greatest number was also rated "uncertain" most often, either interpretation is feasible.

Assignment preferences, as might be expected, showed a sex bias. Compared with the men, a larger percentage of women liked discussing personal opinions, doing independent research, finding opinions in literature, and looking up facts. In contrast, more men than women liked mathematical computations.

Attitudes toward the various types of assignments have been quite consistent from class to class except for the "independent research" assignment. The percentage of women who said they liked it increased from 58% in 1965 to 73% in 1968.

H. Examinations

Males throughout the years have shown a distinct preference for the multiple-choice or true-false examinations, whereas females have consistently preferred a combination test of essay and objective items or essay alone (Table 14). Students' preference for the essay examination has increased from 7% in 1965 to 14% in 1968.

I. Importance of Examinations

Most students indicated that when examinations are not required for a course, they learn as much about the subject as when exams are required (Table 15).

The percentage of students who feel they learn more without exams has increased from 10% to 21% in four years. Conversely, the percentage of students who feel they learn less has decreased from 39% to 25%.

For women, examinations seem to be less related to amount learned than for men. More women than men (23% vs 19% in 1968) felt they learned more without exams; more men than women (27% vs 22% in 1968) felt they learned less.

J. Employment

The percentage of Freshmen who held full-or part-time jobs at any time, for any duration (excluding summers) during high school has increased from 30% to 38% over the four years (Table 16). The increase was observed among both men and women.

In each class, more men than women worked during high school.

K. Outside Reading

The largest number of students in each class (approximately 40%) spent 4-7 hours per week on unassigned reading (Table 17). Females spent more time on outside reading than did males.

L. Dating

About one-third of each Freshman Class reported dating 0-2 times per month (Table 18). Another third dated 3-5 times per month. Men reported lower dating frequencies than did women. More men than women date 0-2 times per month (34% vs 27% in 1968).

There has been a slight but steady increase over four years in the percentage of both men and women who report having more than 15 dates per month.

M. T.V. Viewing

The majority of students watched TV 0-5 hours per week (Table 19).

Men watched TV more hours per week than did women. In 1968, one-half of the men, but only one-third of the women, watched TV more than five hours per week.

Over the years there has been a noticeable decrease in the amount of time female Freshmen spent watching television.

N. Summary

Sex differences in responses were evident in all areas. Subject preferences in high school differed for men and women as did subject evaluation. Also, women did more than men in every category except hold outside jobs and watch TV.

III. College

A. Expectations about College Courses

The Social Sciences were designated by approximately one-third of each class as the academic area least likely to give them difficulty (Table 20). Mathematics was specified by a similar percentage as the area expected to be the most difficult in college (Table 21). These proportions have been relatively stable over all Classes.

As might be predicted from students' evaluations of their high school courses, expected difficulties with college subjects were, again, related to sex. Mathematics and the Physical and Biological Sciences were designated by more men than women as likely to be the least difficult areas, but by more women than men as the most difficult areas. Conversely, English and Foreign Languages were chosen as likely to be least difficult by a greater percentage of women than men, but as most difficult by more men than women.

Nine out of ten Freshmen in each class expected that academic work in college would be more difficult than in high school (Table 22). A slight increase over four years was observed in the percentage who thought there would be no difference.

B. Preparation for College

About two-thirds of the Freshmen felt that high school had prepared them for college in all or most areas (Table 23). Only 2% felt their high school had not prepared them for college study.

C. Class Rank

The expectancies of Freshmen regarding their academic achievement were noticeably unrealistic. Only two per cent of each class felt that their achievement at SUNYAB would place them in the lowest third of their class. The percentage who felt they would rank in the highest third has increased from 33% in 1966 to 39% in 1968.

Compared with the women, men have consistently and increasingly over-rated themselves. In 1968, 45% of the men, compared with 37% in 1966, thought they would rank in the upper third of their class. Thirty-two percent (1968) and 28% (1966) of the women so disignated their class rank.

About one out of five students, more women than men, reluctant to rate themselves, reported they had "no opinion" about their class rank.

D. Faculty Acquaintanceship

In 1968, almost half of the students said that they would _like_ to know the faculty "moderately well" outside the classroom (Table 25), but only 28% _expected_ to develop this degree of acquaintance (Table 26). Likewise, 34% of the Freshmen wanted to know the faculty "very well," but only 4% expected to achieve it.

Conversely, the largest number of students (42% in 1968) expected to get to know the faculty "slightly" outside of the classroom but only 9% desired such a limited relationship.

In general, the percentages for 1968 were remarkably similar to the two preceding years. Regarding Freshman expectations, over three years, the men became less optimistic (34% vs 25%) about knowing faculty members "moderately well," while women became more optimistic (23% vs 30%).

E. Problem Areas

Freshmen anticipated few personal problems at SUNYAB. In fact, the majority of students expected little or no problem in any listed area (Table 27).

More than 90% of the Freshmen have felt they probably or certainly would not have problems with their physical condition, morals, friendships, religion, or physical appearance.

The areas in which Freshmen most often expected they might or certainly would have difficulty were choice of vocation, study habits, and finances. Over the four years a larger percentage (35% in 1965 vs 42% in 1968) expected a problem in choosing their vocation, but a smaller percentage (42% vs 31%) anticipated difficulties with study habits. The only noticeable differences in the responses of men and women occurred in the last two years in that the women were more confident about their study habits than were the men.

F. Employment

Approximately 30% of the Freshmen planned to work, either full- or part-time while attending SUNYAB (Table 28). However, an increasing percentage (40% in 1968) were uncertain about their employment plans.

IV. Future Plans

A. Degree Aspirations

Men had higher degree aspirations than did women. Further, among the men there is evident a trend toward seeking more advanced degrees (Table 29). In 1965, 30% of the men aspired to a master's degree and 47% to the Ph.D, M.D., DDS or law degree. In 1968, 32% and 51% respectively, had such aspirations. In the same period, the percentage of women desiring a degree beyond the master's dropped slightly, from 19% to 16%. However, a noticeably larger percent of women than men in each class expected to earn a master's degree. Further, the percentage of women with such aspirations increased from 47% to 52% in four years.

B. Decisiveness of Plans

A trend toward uncertainty in career planning was apparent (Table 30). In 1966, almost two-thirds of the Freshmen indicated their career plans were "definite" or "fairly definite." By 1968, just slightly more than half were so sure. The increasing lack of certainty about their careers was more noticeable among men than women.

C. Career Plans of Women

Although the largest percentage of women each year preferred to be a "married career woman with children," there was a sudden inversion of trend in this category in 1968 (Table 31). During the first three years, the percentage in this category decreased from 60% to 52%, only to be reversed in 1968 to set a new high of 66%.

The next most preferred career was that of "housewife with children."

Having no children is increasingly either unpopular among women or is a socially undesirable response; 16% in 1965, but only 8% in 1968, indicated they preferred to be a single or married career woman or a housewife with no children.

D. Career Plans of Men

The majority of male Freshmen in each class aspired to professional careers (doctor, dentist, engineer, pharmacist, etc.) (Table 32). Those desiring an academic career increased from 15% in 1965 to 21% in 1968.

Few men preferred careers in government service (2%), creative arts (5%), technical fields (7%) or business (8%) in 1968. These percentages have remained fairly constant since 1965.

Table 1: Freshmen Who Preferred SUNYAB over Other Schools to Which They Applied

YEAR	M	F	T
1965	76	78	77
1966	79	78	79
1967	72	81	76
1968	68	72	70

Table 2: Freshmen Who Preferred SUNYAB to Other Schools Which Accepted Them

YEAR	M	F	T
1965	88	88	88
1966	89	91	90
1967	90	91	90
1968	86	87	87

Table 3: Reasons for Attending SUNYAB

REASON	Year	M	F	T
ACADEMIC				
Reputation for high academic standards	65	80	87	83
	66	82	90	85
	67	84	92	88
	68	88	94	91
Offers specific area of study of interest to me	65	80	81	80
	66	79	77	78
	67	74	77	75
	68	69	69	69
Outstanding faculty	65	52	54	53
	66	55	58	56
	67	67	68	67
	68	60	65	62
PERSONAL				
Relatively inexpensive	65	61	66	63
	66	66	72	69
	67	69	75	71
	68	72	69	70
Desire to live away from home	65	27	36	31
	66	30	40	35
	67	47	45	46
	68	47	54	50
Nearness to home	65	55	47	52
	66	56	47	52
	67	40	45	42
	68	38	36	37
Family choice	65	39	37	38
	66	38	41	39
	67	35	35	35
	68	34	33	34
SOCIAL				
Reputation for "fun and games"	65	19	14	17
	66	22	17	19
	67	25	22	24
	68	21	17	19
Friends here	65	18	10	15
	66	22	14	18
	67	18	14	16
	68	19	14	17

Note.--Students were given the option of indicating more than one reason. Therefore, percentages are not additive.

Table 4: Sibling Attendance[a] at SUNYAB

NUMBER	Year	M	F	T
None	65	89	89	89
	66	89	89	89
	67	88	87	88
	68	88	88	88
One	65	10	9	9
	66	9	10	10
	67	10	12	11
	68	10	11	10
Two	65	1	2	1
	66	2	1	1
	67	2	1	1
	68	2	1	1

[a] Past or current

Table 5: Distance from Permanent Residence to SUNYAB

MILES	Year[a]	M	F	T
Less than 20	66	53	42	48
	67	34	38	36
	68	31	30	31
21-50	66	8	6	7
	67	7	5	6
	68	5	4	5
51-100	66	8	6	7
	67	6	6	6
	68	6	6	6
101-200	66	5	6	6
	67	8	6	7
	68	7	7	7
More than 200	66	27	40	32
	67	45	46	45
	68	50	53	52

[a] Different option format in 1965 precluded its inclusion in this table.

Table 6: Least Difficult High School Subject

SUBJECT	Year	M	F	T
English	65	19	34	25
	66	20	32	25
	67	16	28	21
	68	15	35	24
Social Studies	65	34	23	29
	66	30	19	25
	67	33	20	27
	68	32	17	25
Science	65	15	4	10
	66	15	6	11
	67	15	7	12
	68	18	7	13
Foreign Languages	65	7	18	12
	66	7	19	12
	67	7	18	12
	68	7	19	12
Mathematics	65	25	21	23
	66	27	24	26
	67	30	27	28
	68	29	22	25

Table 7: Most Difficult High School Subject

SUBJECT	Year	M	F	T
English	65	16	7	12
	66	14	8	11
	67	16	11	14
	68	15	8	12
Social Studies	65	10	14	12
	66	10	16	12
	67	7	16	11
	68	9	14	11
Science	65	14	26	19
	66	15	27	20
	67	15	24	19
	68	13	26	19
Foreign Languages	65	36	17	27
	66	38	18	29
	67	42	19	32
	68	41	20	31
Mathematics	65	24	36	29
	66	23	32	27
	67	20	30	24
	68	22	32	27

Table 8: Attitude Toward High School Subjects

		Attitude								
		Like			Dislike			Uncertain		
SUBJECT	Year	M	F	T	M	F	T	M	F	T
Science	65	82	65	74	12	24	17	7	11	9
	66	80	67	74	10	25	17	10	8	9
	67	78	71	75	14	22	18	8	6	7
	68	81	64	73	12	26	19	7	10	8
English	65	64	83	72	26	11	20	10	5	8
	66	65	80	71	24	15	20	12	6	9
	67	58	74	65	30	19	25	12	7	10
	68	60	81	70	28	13	21	12	6	9
Social Studies	65	74	72	73	17	22	19	8	7	8
	66	71	62	67	21	29	24	8	9	9
	67	72	64	68	20	27	23	8	9	9
	68	71	64	68	19	27	23	10	9	9
Mathematics	65	71	59	66	21	34	27	7	7	7
	66	73	61	68	20	32	25	7	7	7
	67	73	66	70	19	27	22	8	6	7
	68	72	59	66	21	34	27	7	7	7
Physical Education	65	78	61	70	13	29	20	9	11	10
	66	79	62	72	14	27	19	7	11	9
	67	73	62	68	17	29	22	10	9	9
	68	71	61	66	17	30	23	12	9	11
Foreign Languages	65	33	67	48	49	23	38	17	10	14
	66	34	65	47	51	27	40	15	9	12
	67	32	63	45	55	28	44	13	8	11
	68	35	63	48	50	28	39	16	10	13
Music	65	31	51	40	26	12	20	43	36	40
	66	31	51	39	25	14	20	44	35	40
	67	32	52	41	25	16	21	43	32	38
	68	31	50	40	27	18	23	42	33	38
Art	65	24	42	32	23	12	18	53	46	50
	66	28	46	36	21	12	17	51	42	47
	67	26	46	34	23	13	19	51	41	47
	68	26	46	35	25	13	19	49	41	46
Business (typing, etc.)	65	23	40	30	11	16	13	66	45	57
	66	26	34	29	11	14	13	63	52	58
	67	23	35	28	11	18	14	66	47	58
	68	21	30	25	14	17	15	65	53	60
Shop (auto mechanics, etc.)	65	28	3	17	10	2	6	62	95	76
	66	30	2	18	8	3	6	62	95	76
	67	29	2	17	9	1	6	62	97	77
	68	27	4	16	11	2	7	62	94	77
Home Economics	65	2	24	11	4	13	8	95	63	81
	66	1	26	12	3	12	7	96	62	81
	67	2	30	14	4	13	8	94	57	78
	68	1	28	14	4	11	7	95	60	79

Table 9: Time Spent on High School Homework

HOURS PER WEEK	Year	M	F	T
0-5	65	19	9	15
	66	21	15	18
	67	26	17	22
	68	27	19	23
6-10	65	37	31	34
	66	41	29	36
	67	41	32	37
	68	40	38	39
11-15	65	29	34	31
	66	26	34	30
	67	21	30	25
	68	24	27	26
16-20	65	11	20	15
	66	10	16	13
	67	10	17	13
	68	7	12	9
20+	65	4	6	5
	66	2	6	4
	67	2	4	3
	68	2	3	3

Table 11: Enjoyment of Studying

FREQUENCY	Year	M	F	T
Always	65	2	3	2
	66	1	2	2
	67	1	1	1
	68	2	1	1
Frequently	65	32	40	35
	66	24	33	28
	67	20	31	25
	68	22	28	25
Sometimes	65	49	46	48
	66	59	53	56
	67	55	54	54
	68	54	57	55
Rarely	65	14	9	12
	66	14	10	13
	67	19	13	16
	68	19	12	15
Never	65	3	2	2
	66	2	2	2
	67	5	2	3
	68	4	1	3

Table 10: Perceptions of High School Homework Load

PERCEPTION	Year	M	F	T
Light	65	27	14	22
	66	29	15	23
	67	35	21	29
	68	34	21	28
Average	65	55	61	57
	66	57	63	60
	67	52	57	54
	68	54	60	56
Heavy	65	17	26	21
	66	15	22	18
	67	13	22	17
	68	12	19	16

Table 12: Students' Perception of Their Study Skills

"KNOW HOW" TO STUDY WELL	Year	M	F	T
Yes	65	37	36	37
	66	37	38	37
	67	35	40	38
	68	39	43	41
No	65	21	19	20
	66	20	19	20
	67	23	20	22
	68	20	17	18
Uncertain	65	42	45	43
	66	43	43	43
	67	42	39	41
	68	41	41	41

Table 13: Attitudes Toward Various Types of Study Assignments

STUDY ASSIGNMENT	Year	Attitude: Like M	Like F	Like T	Dislike M	Dislike F	Dislike T	Uncertain M	Uncertain F	Uncertain T
Looking up facts in reference or other source materials	65	40	51	45	35	24	30	24	25	24
	66	43	49	46	34	32	33	22	19	21
	67	37	52	44	40	32	37	22	16	20
	68	40	44	42	38	36	37	22	19	21
Mathematical computation	65	65	57	62	23	34	28	12	8	10
	66	68	60	64	25	31	27	8	9	8
	67	69	64	67	23	28	26	8	7	8
	68	66	60	63	26	34	29	9	7	8
Independent research	65	60	58	59	18	20	19	22	22	22
	66	62	71	66	19	14	17	18	15	17
	67	60	70	64	24	17	21	16	13	15
	68	64	73	68	19	13	16	17	15	16
Determining the opinions of others in literature of the field	65	34	50	41	37	26	32	29	25	27
	66	35	51	42	37	27	33	28	22	25
	67	35	47	40	40	33	37	26	20	23
	68	38	52	45	37	24	31	25	24	25
Discussing personal opinions	65	68	76	72	15	12	14	17	12	15
	66	70	77	73	14	13	14	16	10	13
	67	69	74	71	18	16	17	13	11	12
	68	71	76	73	14	11	13	15	12	14
Creative writing	65	41	49	44	34	34	34	25	16	21
	66	46	48	47	32	33	33	22	19	21
	67	42	40	41	35	45	39	23	15	20
	68	46	49	47	35	36	35	20	16	18

Table 14: Preferred Type of Examination

EXAMINATION	Year	M	F	T
Essay	65	6	9	7
	66	8	11	9
	67	10	14	12
	68	12	16	14
Short answer	65	11	12	11
	66	11	10	10
	67	7	8	7
	68	8	8	8
Multiple-choice or true-false	65	36	25	31
	66	41	27	35
	67	46	27	38
	68	42	26	34
Combination of (1) and/or (2) or (3)	65	34	44	38
	66	28	45	35
	67	27	44	34
	68	28	41	34
No preference	65	13	10	12
	66	11	8	10
	67	11	7	9
	68	11	10	10

Table 15: Relation of Learning to Examinations

AMOUNT LEARNED WITHOUT EXAMINATIONS	Year	M	F	T
More about the subject than when they are required	65	9	10	10
	66	10	15	12
	67	17	17	17
	68	19	23	21
As much about the subject as when they are required	65	49	54	51
	66	40	45	42
	67	47	51	49
	68	54	55	55
Less about the subject than when they are required	65	41	36	39
	66	50	40	46
	67	36	32	34
	68	27	22	25

Table 16: High School Employment[a]

YEAR	M	F	T
1965	37	21	30
1966	38	25	32
1967	43	31	38
1968	45	30	38

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[a] Full or part-time during academic year

Table 17: Time Spent on Unassigned Reading

HOURS PER WEEK	Year	M	F	T
	65	24	13	19
0-3	66	23	15	20
	67	25	16	21
	68	22	13	18
	65	41	42	41
4-7	66	46	42	44
	67	40	43	41
	68	42	40	41
	65	23	29	26
8-11	66	21	27	23
	67	23	26	25
	68	23	28	25
	65	8	12	9
12-15	66	6	11	8
	67	8	10	9
	68	8	13	10
	65	4	4	4
Over 15	66	4	6	4
	67	5	5	5
	68	6	6	6

Table 18: Dating Frequency

DATES PER MONTH	Year	M	F	T
	65	33	29	32
0-2	66	33	26	30
	67	32	27	30
	68	34	27	31
	65	40	32	37
3-5	66	34	32	33
	67	33	33	33
	68	31	33	32
	65	21	28	24
6-10	66	24	30	27
	67	23	26	24
	68	24	25	25
	65	4	8	6
11-15	66	5	7	6
	67	8	9	8
	68	6	9	7
	65	2	3	2
Over 15	66	4	4	4
	67	4	5	4
	68	5	6	6

Table 19: T.V. Viewing Time

HOURS PER WEEK	Year	M	F	T
	65	47	61	53
0-5	66	49	63	55
	67	51	62	56
	68	50	67	58
	65	32	27	30
6-10	66	34	27	31
	67	32	26	29
	68	33	23	29
	65	15	9	12
11-15	66	11	7	9
	67	12	8	10
	68	11	7	9
	65	4	2	3
16-20	66	4	2	3
	67	3	3	3
	68	4	1	3
	65	2	1	2
Over 20	66	3	1	2
	67	3	2	3
	68	3	1	2

Table 20: Academic Areas Expected to be Least Difficult in College

ACADEMIC AREA	Year	M	F	T
Social Studies	65	39	32	36
	66	33	30	32
	67	39	37	38
	68	34	31	33
Physical and Biological Sciences	65	17	9	14
	66	20	10	16
	67	17	11	14
	68	22	11	17
Mathematics	65	24	16	21
	66	28	19	24
	67	28	18	24
	68	27	17	23
English	65	15	29	21
	66	15	24	19
	67	12	20	15
	68	13	26	19
Foreign Languages	65	5	14	9
	66	4	16	9
	67	4	15	9
	68	5	15	9

Table 21: Academic Areas Expected to be Most Difficult in College

ACADEMIC AREA	Year	M	F	T
Social Studies	65	9	9	9
	66	10	9	10
	67	7	8	7
	68	7	8	8
Physical and Biological Sciences	65	17	28	22
	66	18	31	24
	67	20	30	24
	68	13	30	21
Mathematics	65	32	41	36
	66	28	36	31
	67	25	34	29
	68	27	35	31
English	65	19	10	15
	66	18	11	15
	67	20	14	17
	68	20	11	16
Foreign Languages	65	24	12	19
	66	26	13	21
	67	28	15	22
	68	33	16	25

Table 22: Expected Difficulty of College Academic Work Compared to High School Work

EXPECTATION	Year	M	F	T
More difficult than high school	65	92	95	93
	66	93	94	94
	67	94	94	94
	68	89	89	89
About as difficult as high school	65	3	4	3
	66	4	3	3
	67	4	4	4
	68	6	8	7
Less difficult than high school	65	0	0	0
	66	0	0	0
	67	0	1	1
	68	1	0	1
No opinion	65	4	1	3
	66	2	2	2
	67	1	1	1
	68	4	3	3

Table 23: High School Education as Preparation for College Study

NUMBER OF AREAS OF GOOD PREPARATION	Year	M	F	T
All	65	12	7	10
	66	13	10	12
	67	11	7	9
	68	11	8	10
Most	65	56	52	55
	66	60	52	57
	67	52	50	51
	68	54	51	52
Some	65	30	38	34
	66	26	36	30
	67	35	40	37
	68	32	39	35
None	65	1	2	2
	66	1	2	1
	67	2	3	3
	68	3	2	2

Table 24: Expected Class Rank at SUNYAB

CLASS RANK	Year[a]	M	F	T
Upper third	66	37	28	33
	67	39	28	34
	68	45	32	39
Middle third	66	40	43	41
	67	42	50	45
	68	37	43	40
Lower third	66	2	3	2
	67	2	3	3
	68	1	3	2
No opinion	66	21	26	23
	67	17	19	18
	68	16	22	19

[a] A different option format in 1965 precluded its inclusion in this table.

Table 25: Desired Faculty-Student Relationship[a]

DEGREE OF ACQUAINTANCE	Year[b]	M	F	T
Very well	66	32	33	32
	67	34	36	35
	68	34	34	34
Moderately well	66	52	49	51
	67	47	49	48
	68	46	50	48
Slightly	66	10	9	9
	67	12	9	11
	68	10	9	9
Not at all	66	1	1	1
	67	1	1	1
	68	1	1	1
Uncertain	66	6	7	7
	67	6	5	6
	68	10	7	8

[a] Outside the classroom

[b] This question was not included in the 1965 Inventory.

Table 26: Expected Faculty-Student Relationship[a]

DEGREE OF ACQUAINTANCE	Year[b]	M	F	T
Very well	66	3	2	2
	67	3	3	3
	68	5	2	4
Moderately well	66	34	23	29
	67	28	27	28
	68	25	30	28
Slightly	66	39	39	39
	67	43	42	42
	68	43	41	42
Not at all	66	7	11	8
	67	10	8	9
	68	9	8	8
Uncertain	66	18	25	21
	67	16	20	18
	68	18	19	18

[a] Outside the classroom

[b] This question was not included in the 1965 Inventory.

Table 27: Areas of Expected Difficulty While Attending SUNYAB

PROBLEM AREA	Year	Degree of Expectation											
		Certainly Will			Probably Will			Probably Won't			Certainly Won't		
		M	F	T	M	F	T	M	F	T	M	F	T
Choice of vocation	65	10	10	10	27	27	27	50	46	48	12	18	15
	66	7	10	8	29	27	28	51	46	49	13	17	15
	67	13	12	13	30	29	30	45	46	45	12	14	13
	68	11	12	11	32	31	31	47	44	46	10	13	12
Physical appearance	65	1	2	2	5	7	6	58	59	58	36	32	34
	66	1	1	1	6	7	6	57	63	59	37	29	33
	67	2	2	2	10	9	10	56	61	58	32	28	30
	68	2	2	2	7	7	7	56	58	57	35	32	34
Physical condition	65	1	2	1	6	4	5	50	62	55	43	33	39
	66	1	1	1	5	5	5	53	61	57	41	33	37
	67	2	1	2	7	5	6	54	65	59	37	29	34
	68	3	1	2	6	3	5	50	57	53	41	39	40
Study habits	65	10	6	8	32	36	33	51	52	51	8	6	7
	66	5	4	4	32	31	31	57	56	57	6	9	7
	67	8	4	6	37	32	35	50	59	54	6	5	5
	68	7	4	5	27	23	25	57	62	59	9	12	10
Friendships	65	1	0	1	4	7	5	64	66	65	31	27	29
	66	1	1	1	5	6	6	63	68	65	30	25	28
	67	2	1	2	9	10	9	65	68	66	25	21	23
	68	1	1	1	8	7	7	65	66	66	25	27	26
Religion	65	2	2	2	5	5	5	35	35	35	58	57	58
	66	2	2	2	6	8	7	38	36	37	54	55	54
	67	3	4	3	6	8	7	41	38	40	50	50	50
	68	3	4	3	7	8	8	40	37	38	50	51	51
Home life, family relationships	65	3	3	3	7	9	8	43	37	41	47	50	48
	66	3	4	3	7	8	7	44	39	42	47	49	48
	67	4	5	4	9	10	9	46	42	44	41	43	42
	68	4	6	5	10	11	10	42	38	40	44	44	44
Dating	65	3	2	2	11	15	13	62	69	65	24	14	20
	66	3	2	3	11	13	12	60	70	64	26	14	21
	67	5	5	5	16	18	17	59	63	61	20	14	18
	68	4	2	3	13	14	14	62	68	65	22	15	19
Finances	65	9	9	9	23	22	22	55	53	54	13	17	15
	66	6	6	6	18	22	20	57	53	56	19	18	19
	67	7	7	7	23	23	23	55	53	54	16	16	16
	68	7	9	8	21	21	21	55	53	54	17	17	17
Morals	65	1	1	1	4	4	4	55	45	51	40	50	44
	66	2	2	2	4	5	4	54	44	50	40	50	44
	67	2	2	2	8	8	8	51	48	50	39	41	40
	68	3	2	2	5	8	6	52	46	49	40	45	42

Table 28: College Employment[a] Plans

PLAN TO WORK	Year[b]	M	F	T
Yes	66	29	29	29
	67	28	32	29
	68	28	26	27
No	66	35	35	37
	67	40	35	37
	68	31	34	33
Uncertain	66	37	36	36
	67	33	34	33
	68	41	40	40

---

[a] Full or part-time

[b] Different option format in 1965 precluded its inclusion in this table.

Table 29: Highest Degree Expected

DEGREE	Year	M	F	T
BA or BS	65	23	34	28
	66	24	37	30
	67	18	35	25
	68	16	31	23
Master's Degree	65	30	47	38
	66	32	46	38
	67	33	51	40
	68	32	52	41
Ph.D.	65	21	11	16
	66	19	10	15
	67	20	9	16
	68	24	10	18
MD or DDS	65	17	6	12
	66	17	5	12
	67	20	4	13
	68	19	5	13
Law Degree	65	9	2	6
	66	7	1	5
	67	9	1	5
	68	8	1	5

Table 30: Decisiveness of Career Plans

DECISIVENESS	Year[a]	M	F	T
Definite	66	11	15	13
	67	11	12	11
	68	09	10	09
Fairly definite	66	54	48	51
	67	42	48	44
	68	42	44	43
Not very definite	66	23	24	24
	67	32	25	29
	68	32	31	32
Have not been determined	66	12	14	13
	67	16	15	15
	68	16	16	16

---

[a] Different option format in 1965 precluded its inclusion in this table.

Table 31: Women's Career Preferences

CAREER PREFERENCE	Year	%
Housewife with no children	65	1
	66	1
	67	6
	68	1
Housewife with one or more children	65	24
	66	36
	67	36
	68	27
Single career woman	65	8
	66	4
	67	2
	68	3
Married career woman	65	7
	66	2
	67	3
	68	4
Married career woman with one or more children	65	60
	66	57
	67	52
	68	66

Table 32: Men's Career Preferences

CAREER PREFERENCE	Year	%
Academic career (teaching, research), other scholarly work	65	15
	66	16
	67	14
	68	21
Business career	65	10
	66	9
	67	10
	68	8
Professional career (doctor, dentist, engineer, etc.)	65	60
	66	61
	67	63
	68	57
Some aspect of the creative arts	65	3
	66	4
	67	3
	68	5
Some aspect of the technical fields	65	7
	66	6
	67	5
	68	7
Career in government service	65	5
	66	4
	67	4
	68	2

ED049473

A Biography of a Class Study

FRESHMAN CLASS STATUS REPORT: 1967 - 1968

PART I The Composition of the Freshman Class

A Comparison:

1964 - 1965
1965 - 1966
1966 - 1967
1967 - 1968

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May, 1968

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ABSTRACT

Freshman Class Status Report: 1967-1968
Part I: The Composition of the Freshman Class

A Comparison:
1964-1965
1965-1966
1966-1967
1967-1968

This report, part of the Biography of a Class Research Project, describes the 1967 Freshman Class with regard to sex, marital status, local residence, first enrollment at SUNYAB, high school locale, and permanent residence. Comparisons are made with the three preceding Classes where pertinent.

Data are based on 2175 Freshmen in the 1967 Class, 2285 in 1966, 2443 in 1965 and 2565 in 1964 who registered as full-time SUNYAB day students in the Fall of their respective entering years.

MAJOR FINDINGS

1. The ratio of men to women in the four Freshman Classes has remained approximately 6 to 4, though the total Freshman enrollment has steadily decreased.

2. For the first time in four years, in 1967 commuters, i.e. students living at home, constituted less than half (45%) of the Class, compared with a high of 55% of the 1966 Class.

3. Approximately 90% of each of the Freshman Classes enrolled full-time at SUNYAB within one year of their high school graduation.

4. There appears to be an increasing tendency for Freshmen to begin their University studies during the Summer Session.

5. A noticeably smaller percentage of the Bennett and Hutchinson Central Technical High Schools' graduating classes enrolled in SUNYAB in 1967 than in 1966.

6. Ninety-eight percent of the 1967 Freshman Class were New York State residents. Previous Classes contained a similar percentage.

7. Forty-nine percent of the New York State residents in the 1967 Class were residents of Erie and Niagara Counties, compared with a high of 60% in the 1966 Class. New York Metropolitan Area residents constituted 32% of the 1967 Class, but 22% of the 1966 Class. Much of this increase was due to the increase in enrollment from Nassau County.

FRESHMAN CLASS STATUS REPORT: 1967-1968

PART I The Composition of the Freshman Class

A Comparison:
1964-1965
1965-1966
1966-1967
1967-1968

by

Jane Faulman

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FOREWORD

In the Fall of 1964, the Division of Instructional Services established a longitudinal and developmental research project entitled Biography of a Class. The purpose of the project is to describe, in detail, characteristics of the students attending the State University of New York at Buffalo. The studies are undertaken to provide information about students to faculty and administration, and to contribute to the existing research in higher education.

Research was begun with the 1964 Freshman Class. These Freshmen, and the Freshmen of succeeding years, will be studied throughout their University careers and beyond.

Studies will incorporate census data, biographical characteristics, follow-up data, sample surveys and interview data. Published studies, as well as a monograph describing the Biography of a Class research project, are available upon request.

To date, three series of four census reports, collectively entitled Freshman Class Status Report, have been published for the 1964, 1965, and 1966 Freshman Classes as well as the first follow-up study on the 1964 Class and the first interview study on the 1966 Class. The following study is one of a series of four census reports based on the 1967 Freshman Class.

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INTRODUCTION

This study, based on all full-time SUNYAB day students who registered as Freshmen in Fall 1967, describes the Freshmen relative to: sex, marital status, local residence, first enrollment at SUNYAB, high school locale, and permanent residence. The 1967 Freshman Class is compared with the 1964, 1965, and 1966 Freshman Classes.

Data were obtained from computer output prepared by the Campus Data Processing Center from statistical data cards completed by all students at registration. Supplementary computer services were provided by the Instructional Services Programming staff, utilizing the facilities of the SUNYAB Computing Center[1].

Tables presenting numbers and proportions are included for each of the above topics. Categories lacking data are indicated by a dash (-). Minimum frequencies have been designated for categories in some tables. Data is presented for those years in which the minimum frequency was attained. Proportions of less than .01 are denoted by .00. Proportions not totaling 1.00 are due to rounding errors.

The following abbreviations are used:

SUNYAB	State University of New York at Buffalo
NY	New York
NYS	New York State
N	number of cases
P	proportion
Yr	year

Each of the above topics is begun with expository text, followed by the pertinent tables.

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[1] The Computing Center at the State University of New York at Buffalo is partially supported by NIH Grant FR-00126 and NSF Grant GP-7318.

PART I

THE COMPOSITION OF THE FRESHMAN CLASS

I. SEX and MARITAL STATUS

Over four years, the ratio of men to women has remained virtually constant at six men to every four women (Table 1). The actual number of Freshmen registered has steadily decreased each year.

As in the previous three years, the great majority (98%) of 1967 Freshmen were single (Table 2). The proportion of married men has been higher than the proportion of married women in all four Classes.

II. LOCAL RESIDENCE

The previous ratio of commuters to residents has been reversed in the 1967 Class. Less than half (45%) of the 1967 Freshmen reside at home and would be classified as commuters compared with a high of 55% of last year's Class (Table 3). This decrease is complemented by the proportional increase in 1967 Freshmen living in residence halls and private rooming houses. It reflects the fact that proportionally fewer 1967 Freshmen were Erie County residents (Table 12). As in past years, a greater proportion of men that women lived with their parents or in private rooming houses, although in 1967 the proportions of men and women living at home were more nearly equal than previously.

III. FIRST ENROLLMENT AT SUNYAB

Ninety percent of the 1967 Freshmen enrolled full-time at SUNYAB within one year after their high school graduation (Table 4). A slightly higher percentage of women than men were in this category. The remaining categories (one year or more between high school graduation and full-time enrollment at SUNYAB) contained slightly higher percentages of men than women. Percentages have remained similar over four years.

Sixteen percent of this year's Freshmen registered at SUNYAB prior to Fall 1967 (Table 5). A similar pattern was evident in the previous two years. However, only 10% of the 1964 Freshmen registered before Fall 1964.

There appears to be an increasing tendency for high school graduates to begin their University studies during the Summer Session. Eight percent of both the 1966 and 1967 Classes enrolled in the 1966 and 1967 Summer Sessions, respectively, whereas only four percent of the 1964 Class attended the 1964 Summer Session.

IV. HIGH SCHOOL LOCALE

A. Buffalo Public High Schools

Of the 1967 Class who were graduated from Buffalo high schools, one fourth were from Bennett High School (Table 6). Almost half the male city graduates were from Bennett or Hutchinson Central Technical. More than half the female city graduates were from Bennett or Kensington. The proportional representation of these schools has been relatively constant in the four Classes.

B. High Schools in Erie County, Excluding Buffalo

The proportion of Freshmen from each of the Erie County high schools outside of Buffalo has remained fairly consistent for four years (Table 7). Of the 1967 Class, about one-third of the Freshmen from Erie County high schools graduated from Amherst Central, Kenmore East, or Kenmore West High School.

C. Local High Schools: Size of Graduating Class Compared with Number of Their Graduates Entering SUNYAB

A smaller percentage of Bennett graduates and Hutchinson Central Technical High School graduates enrolled at SUNYAB in 1967 than in 1966; each school showed a 7% decrease (Table 8).

Of the seven local high schools in Table 8 for which data has been included for all four years, 11% of their graduates enrolled at SUNYAB in 1967. This group comprised 16% of the 1967 Class. Both of these percentages were slightly smaller than the corresponding percentages for the previous three years.

D. High School Graduates from NYS Counties

In 1967, less than half (43%) of the Freshmen who were from New York State high schools had graduated from high schools in Erie County (Table 9). This percentage is a ten percent decrease from 1966 and shows the largest percentage change over four years for any county. By sex, this decrease is 12% for males and 5% for females, making the respective percentages more nearly equal.

The percentage of high school graduates from Nassau County increased, however, from a low of 7% in 1965 to 13% in 1967. The proportion of males in this category was about half the proportion of females for all years except 1967, in which the proportion of men was more than double that of the preceding year.

Thirty percent of the 1967 Class were graduated from high schools in the New York Metropolitan Area.

E. Different Types of Erie County High Schools

Of the enrollees from Erie County (Table 10), more than half (56%) of the 1967 Class graduated from high schools outside Buffalo. Public,parochial, or private high schools within the city accounted for 44% of the local Freshmen. In 1964, the Class was about equally divided between city high school and other Erie County high school graduates.

Slightly higher proportions of men than women came from high schools outside Buffalo or from Buffalo public schools; a higher percentage of women than men were from parochial schools in Buffalo. Only one 1967 Freshman was a graduate of a private high school in Buffalo.

F. High School Graduates from Four Geographic Regions

Ninety-seven percent of the 1967 Freshmen had graduated from high schools in New York State (Table 11). Two percent were graduates from other states. Less than one percent had graduated in Canada; one percent were graduates from other countries. These percentages have hardly varied over four years for the four regions.

V. PERMANENT RESIDENCE

A. NYS Counties

For the first time in four years, in 1967 Erie County residents comprised less than half (45%) of the total Freshman enrollment from NYS (Table 12)[1]. From 1964 to 1966, the proportion of Erie County residents increased from 50% to 54%. The greatest percentage change over four years for all counties was observed among the men in Erie County between 1966 and 1967 (from 58% to 45%).

The most noticeable increase was evident in the number and proportions of Nassau County residents in the 1967 Class. Almost twice as many men from Nassau County enrolled in 1967 as did so the preceding year.

B. NYS Counties: Total County Population Compared with Number of Freshmen

All counties listed individually in Table 13 have maintained an invariable proportion of the total New York State population for the past four years. However, the percentages of Freshmen from those counties have not remained constant during that time. The 1967 Class contained 9% fewer Erie County residents and 5% more Nassau County residents than the 1966 Class.

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[1] These percentages differ slightly from those in Table 9 since a student may have attended a high school in a county other than the one in which he resided.

Even with these changes, the percentage of 1967 Freshmen from Erie, Nassau, and Niagara Counties (62%) far exceeded the percentage (15%) of the total state population that these three counties contain.

C. NYS Economic Areas

About four-fifths of each Class were residents of the Buffalo and New York Metropolitan Areas; however, 1967 showed an 11% decrease in Buffalo Area residents and a 10% increase in New York Metropolitan Area residents compared with the previous year (Table 14).

Half the 1967 Freshmen resided in the Buffalo Economic Area, with a slightly higher percentage of males than females. One-third of the 1967 Class were residents of the New York Metropolitan Area.

D. NYS Economic Areas: Total Area Population Compared with Number of Freshmen

Although half the 1967 Freshmen were residents of the Buffalo Economic Area, the total population in that Area comprised only nine percent of the population of New York State (Table 15). The New York Metropolitan Area contains almost two-thirds of the State population, yet only one-third of the 1967 Class were from that Area.

E. Permanent Residence Locale: Total Freshman Class

Ninety-eight percent of the 1967 Class were New York State residents (Table 16)[1]. Pennsylvania, with a frequency of 14, was the only other

[1] These percentages differ slightly from those in Table 11 because a student may have resided in a county different from the one in which he attended high school.

state or country in which more than ten Freshmen resided. No other region contributed more than one percent to the total frequency.

As in past years, among the foreign countries, Canada had the highest frequency of Freshmen.

Table 1: Number and Proportion of Freshmen, by Sex

Year	Males		Females		Total	
	N	P	N	P	N	P
1967	1277	.59	898	.41	2175	1.00
1966	1373	.60	912	.40	2285	1.00
1965	1444	.59	999	.41	2443	1.00
1964	1482	.58	1083	.42	2565	1.00

Table 2: Marital Status, by Sex

Marital Status	Year	Males		Females		Total	
		N	P	N	P	N	P
Single	67	1242	.97	886	.99	2128	.98
	66	1347	.98	903	.99	2250	.98
	65	1416	.98	992	.99	2408	.99
	64	1446	.98	1069	.99	2515	.98
Married	67	35	.03	12	.01	47	.02
	66	26	.02	9	.01	35	.02
	65	28	.02	7	.01	35	.01
	64	36	.02	14	.01	50	.02

Table 3: Local Residence, by Sex

Residence	Year	Males		Females		Total	
		N	P	N	P	N	P
Home	67	582	.46	399	.44	981	.45
	66	803	.58	447	.49	1250	.55
	65	830	.57	477	.48	1307	.53
	64	833	.56	525	.48	1358	.53
Residence Hall	67	524	.41	472	.53	996	.46
	66	482	.35	439	.48	921	.40
	65	522	.36	506	.51	1028	.42
	64	577	.39	535	.49	1112	.43
Private Rooming House	67	126	.10	12	.01	138	.06
	66	47	.03	2	.00	49	.02
	65	45	.03	–	-	45	.02
	64	43	.03	4	.00	47	.02
Relatives or Friends	67	19	.01	9	.01	28	.01
	66	17	.01	16	.02	33	.01
	65	28	.02	12	.01	40	.02
	64	20	.01	18	.02	38	.01
Other	67	26	.02	6	.01	32	.01
	66	24	.02	8	.01	32	.01
	65	19	.01	4	.00	23	.01
	64	9	.01	1	.00	10	.00

Table 4: Number of Years Between High School Graduation and Full-time Enrollment at SUNYAB, by Sex

Number of Years[a]	Year	Males		Females		Total	
		N	P	N	P	N	P
0	67	1098	.87	836	.94	1934	.90
	66	1201	.88	865	.96	2066	.91
	65	1233	.85	937	.94	2170	.89
	64	1264	.85	1019	.94	2283	.89
1	67	67	.05	34	.04	101	.05
	66	56	.04	22	.02	78	.03
	65	93	.06	46	.05	139	.06
	64	73	.05	30	.03	103	.04
2	67	30	.02	6	.01	36	.02
	66	36	.03	7	.01	43	.02
	65	41	.03	4	.00	45	.02
	64	31	.02	10	.01	41	.02
3	67	20	.02	4	.00	24	.01
	66	14	.01	4	.00	18	.01
	65	17	.01	-	-	17	.01
	64	25	.02	7	.01	32	.01
4	67	11	.01	5	.01	16	.01
	66	25	.02	-	-	25	.01
	65	22	.02	3	.00	25	.01
	64	35	.02	1	.00	36	.01
5	67	15	.01	-	-	15	.01
	66	15	.01	3	.00	18	.01
	65	16	.01	1	.00	17	.01
	64	20	.01	1	.00	21	.01
6	67	13	.01	2	.00	15	.01
	66	7	.01	1	.00	8	.00
	65	10	.01	3	.00	13	.01
	64	11	.01	1	.00	12	.00
7 or more	67	11	.01	5	.01	16	.01
	66	11	.01	2	.00	13	.01
	65	12	.01	5	.01	17	.01
	64	23	.02	14	.01	37	.01

[a] Data for the 1964 and 1965 Classes are not directly comparable to data for the succeeding Classes. In the former case, students who had registered at any time _prior_ to September 1964 or September 1965 were treated as if their first registration was in September 1964 or 1965; in the latter case the absolute difference between date of _first_ registration and date of high school graduation was obtained.

Table 5: Date of First Registration at SUNYAB

Date of First Registration	Year	Year 1967 N	 P	 1966 N	 P	 1965 N	 P	 1964 N	 P
Fall	1967	1827	.84						
Summer	1967	168	.08						
Spring	1967	35	.02						
Fall	1966	72	.03	1931	.85				
Summer	1966	26	.01	191	.08				
Spring	1966	3	.00	42	.02				
Fall	1965	15	.01	64	.03	2087	.85		
Summer	1965	5	.00	20	.01	158	.06		
Spring	1965	2	.00	3	.00	48	.02		
Fall	1964	1	.00	15	.01	79	.03	2299	.90
Summer	1964	-	-	2	.00	18	.01	90	.04
Spring	1964	1	.00	3	.00	1	.00	73	.03
Fall	1963	5	.00	5	.00	22	.01	57	.02
Summer	1963	-	-	1	.00	4	.00	14	.01
Spring	1963	1	.00	-	-	5	.00	4	.00
Prior to	1963	14	.01	8	.00	19	.01	28	.01

Table 6: Buffalo Public High School Graduates at SUNYAB, by Sex

High School	Year	Males N	Males P	Females N	Females P	Total N	Total P
Bennett	67	35	.21	34	.31	69	.25
	66	65	.28	41	.33	106	.30
	65	48	.21	45	.33	93	.25
	64	49	.23	32	.24	81	.23
East	67	13	.08	8	.07	21	.08
	66	11	.05	8	.06	19	.05
	65	9	.04	6	.04	15	.04
	64	1	.00	5	.04	6	.02
Fosdick-Masten	67	-	-	1	.01	1	.00
	66	-	-	1	.01	1	.00
	65	-	-	1	.01	1	.00
	64	-	-	3	.02	3	.01
Grover Cleveland	67	4	.02	5	.05	9	.03
	66	18	.08	7	.06	25	.07
	65	10	.04	6	.04	16	.04
	64	9	.04	14	.10	23	.07
Hutchinson Central Technical	67	38	.23	-	-	38	.14
	66	53	.23	4	.03	57	.16
	65	64	.28	-	-	64	.17
	64	62	.29	2	.01	64	.18
Kensington	67	23	.14	28	.26	51	.19
	66	22	.09	25	.20	47	.13
	65	35	.15	27	.20	62	.17
	64	31	.14	29	.21	60	.17
Lafayette	67	9	.05	12	.11	21	.08
	66	12	.05	9	.07	21	.06
	65	5	.02	9	.07	14	.04
	64	5	.02	21	.16	26	.07
Riverside	67	18	.11	14	.13	32	.12
	66	21	.09	19	.15	40	.11
	65	25	.11	23	.17	48	.13
	64	27	.13	18	.13	45	.13
South Park	67	16	.10	6	.06	22	.08
	66	20	.09	11	.09	31	.09
	65	16	.07	19	.14	35	.10
	64	10	.05	9	.07	19	.05
Combined Vocational Schools	67	9	.05	-	-	9	.03
	66	11	.05	-	-	11	.03
	65	16	.07	1	.01	17	.04
	64	19	.09	2	.01	21	.06
Buffalo Evening	67	1	.01	-	-	1	.00
	66	-	-	-	-	-	-
	65	1	.00	-	-	1	.00
	64	2	.01	-	-	2	.01

Table 7: Erie County High School Graduates, by Sex

High School[a]	Year	Males		Females		Total	
		N	P	N	P	N	P
Amherst Central	67	26	.09	23	.11	49	.10
	66	35	.08	17	.07	52	.08
	65	29	.07	18	.08	47	.08
	64	24	.07	19	.08	43	.07
Cheektowaga	67	3	.01	2	.01	5	.01
	66	10	.02	2	.01	12	.02
	65	8	.02	6	.03	14	.02
	64	10	.03	9	.04	19	.03
Cleveland Hill	67	13	.04	7	.03	20	.04
	66	12	.03	3	.01	15	.02
	65	16	.04	1	.00	17	.03
	64	14	.04	8	.03	22	.04
Kenmore East	67	35	.12	14	.07	49	.10
	66	48	.11	27	.11	75	.11
	65	47	.12	24	.11	71	.11
	64	41	.11	16	.06	57	.09
Kenmore West	67	42	.14	21	.10	63	.12
	66	50	.12	39	.16	89	.13
	65	44	.11	31	.14	75	.12
	64	62	.17	44	.18	106	.17
Lackawanna	67	6	.02	7	.03	13	.03
	66	11	.03	6	.02	17	.03
	65	17	.04	4	.02	21	.03
	64	17	.05	9	.04	26	.04
Maryvale	67	8	.03	8	.04	16	.03
	66	14	.03	9	.04	23	.03
	65	16	.04	8	.04	24	.04
	64	21	.06	10	.04	31	.05
Sweet Home	67	8	.03	12	.06	20	.04
	66	2	.00	5	.02	7	.01
	65	14	.04	7	.03	21	.04
	64	3	.01	8	.03	11	.02
Tonawanda	67	9	.03	5	.02	14	.03
	66	14	.03	5	.02	19	.03
	65	12	.03	10	.04	22	.04
	64	11	.03	5	.02	16	.03
Williams-ville	67	13	.04	12	.06	25	.05
	66	23	.05	17	.07	40	.06
	65	15	.04	9	.04	24	.04
	64	8	.02	7	.03	15	.02
Other Erie County Schools[b]	67	139	.46	93	.46	232	.46
	66	205	.48	118	.48	323	.48
	65	177	.45	105	.47	282	.46
	64	153	.42	115	.46	268	.44

[a] All schools given a specific code by Data Processing, with the exception of Buffalo schools, are included.

[b] Includes all schools in Erie County which were not given a specific code, with the exception of Buffalo schools.

Table 8: Size of Graduating Class of Selected Local High Schools Compared with Number and Proportion of Their Graduates who Entered SUNYAB

High School[a]	Year	Total Number of Graduates	Graduates at SUNYAB	
			N	P
	67	408	49	.12
Amherst Central	66	431	52	.12
	65	456	47	.10
	64	423	43	.10
	67	547	69	.13
Bennett	66	542	106	.20
	65	488	93	.19
	64	465	81	.17
	67	229	38	.17
Hutchinson	66	238	57	.24
Central	65	272	64	.24
Technical	64	223	64	.29
	67	569	49	.09
Kenmore East	66	592	75	.13
	65	605	71	.12
	64	510	57	.11
	67	639	63	.10
Kenmore West	66	694	89	.13
	65	758	75	.10
	64	781	106	.14
	67	457	51	.11
Kensington	66	452	47	.10
	65	455	62	.14
	64	414	60	.14
	67	392	32	.09
Riverside	66	414	40	.10
	65	434	48	.11
	64	464	45	.10
Maryvale	64	276	31	.11
South Park	66	601	31	.05
	65	534	35	.07
Williamsville	66	[illegible]	40	.10

[a] Only schools with 30 or more graduates enrolled at SUNYAB are included.

Table 9: Freshmen Graduated from High Schools in NYS Counties, by Sex

County[a]	Yr	Males N	Males P	Females N	Females P	Total N	Total P
Erie	67	534	.44	376	.43	910	.43
	66	735	.56	421	.48	1156	.53
	65	751	.54	431	.44	1182	.50
	64	718	.51	486	.46	1204	.49
Broome	67	15	.01	12	.01	27	.01
	66	11	.01	10	.01	21	.01
	65	12	.01	13	.01	25	.01
	64	13	.01	13	.01	26	.01
Chautauqua	67	18	.01	5	.01	23	.01
	66	21	.02	4	.00	25	.01
	65	21	.02	12	.01	33	.01
	64	15	.01	8	.01	23	.01
Kings[b]	67	54	.04	35	.04	89	.04
	66	39	.03	28	.03	67	.03
	65	39	.03	43	.04	82	.03
	64	40	.03	41	.04	81	.03
Monroe	67	47	.04	31	.04	78	.04
	66	51	.04	31	.03	82	.04
	65	49	.04	37	.04	86	.04
	64	48	.03	47	.04	95	.04
Nassau[b]	67	135	.11	137	.16	272	.13
	66	71	.05	110	.12	181	.08
	65	82	.06	93	.10	175	.07
	64	84	.06	109	.10	193	.08
New York[b]	67	24	.02	19	.02	43	.02
	66	24	.02	16	.02	40	.02
	65	26	.02	13	.01	39	.02
	64	31	.02	12	.01	43	.02
Niagara	67	56	.05	26	.03	82	.04
	66	86	.07	37	.04	123	.06
	65	81	.06	52	.05	133	.06
	64	104	.07	43	.04	147	.06
Oneida	67	14	.01	9	.01	23	.01
	66	16	.01	7	.01	23	.01
	65	13	.01	13	.01	26	.01
	64	19	.01	10	.01	29	.01
Onondaga	67	30	.02	20	.02	50	.02
	66	27	.02	19	.02	46	.02
	65	29	.02	17	.02	46	.02
	64	47	.03	38	.04	85	.03
Queens[b]	67	72	.06	64	.07	136	.06
	66	47	.04	51	.05	98	.04
	65	39	.03	45	.05	84	.04
	64	51	.04	54	.05	105	.04
Suffolk[b]	67	27	.02	15	.02	42	.02
	66	17	.01	8	.01	25	.01
	65	13	.01	9	.01	22	.01
	64	14	.01	7	.01	21	.01
Westchester[b]	67	40	.03	21	.02	61	.03
	66	11	.01	31	.03	42	.02
	65	23	.02	26	.03	49	.02
	64	28	.02	36	.03	64	.03
Albany	65	10	.01	12	.01	22	.01
Bronx[b]	66	9	.01	14	.02	23	.01
	65	12	.01	17	.02	29	.01
	64	21	.01	9	.01	30	.01
Cattaraugus	65	13	.01	7	.01	20	.01
Schenectady	64	17	.01	10	.01	27	.01
All Other Counties Combined[c]	67	159	.13	99	.11	258	.12
	66	137	.11	99	.11	236	.11
	65	178	.13	137	.14	315	.13
	64	150	.11	116	.11	266	.11

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[a] Only counties with 20 or more graduates enrolled in SUNYAB are listed individually.

[b] Comprise New York Metropolitan Area.

[c] Counties having one or more students enrolled number 43 (1967), 41 (1966), 47 (1965), 45 (1964).

Table 10: Freshmen Graduated from Different Types of Erie County High Schools, by Sex

High School	Year	Males N	Males P	Females N	Females P	Total N	Total P
Total Erie County Except Buffalo	67	302	.57	204	.54	506	.56
	66	424	.58	248	.59	672	.58
	65	395	.53	223	.52	618	.52
	64	364	.51	250	.51	614	.51
Buffalo Public	67	166	.31	108	.29	274	.30
	66	233	.32	125	.30	358	.31
	65	229	.30	137	.32	366	.31
	64	215	.30	135	.28	350	.29
Buffalo Parochial	67	65	.12	64	.17	129	.14
	66	75	.10	47	.11	122	.11
	65	124	.17	69	.16	193	.16
	64	136	.19	100	.21	236	.20
Buffalo Private	67	1	.00	-	-	1	.00
	66	3	.00	1	.00	4	.00
	65	3	.00	2	.00	5	.00
	64	3	.00	1	.00	4	.00

Table 11: Freshmen Graduated from High Schools in Four Geographic Regions, by Sex

Region	Year	Males N	Males P	Females N	Females P	Total N	Total P
New York State [a]	67	1233	.97	869	.97	2102	.97
	66	1308	.96	887	.97	2195	.96
	65	1378	.95	970	.97	2348	.96
	64	1413	.95	1046	.97	2459	.96
All Other States	67	30	.02	21	.02	51	.02
	66	39	.03	20	.02	59	.03
	65	49	.03	23	.02	72	.03
	64	36	.02	28	.03	64	.02
Canada	67	5	.00	3	.00	8	.00
	66	15	.01	1	.00	16	.01
	65	10	.01	3	.00	13	.01
	64	18	.01	4	.00	22	.01
All Other Countries	67	8	.01	5	.01	13	.01
	66	7	.01	4	.00	11	.00
	65	7	.00	3	.00	10	.00
	64	14	.01	5	.00	19	.01

[a] Includes the following numbers admitted on the basis of General Educational Development (GED) Tests: 5 males (1967); 8 males, 1 female (1966); 5 males (1965).

Table 12: Residence by NYS Counties, by Sex

County[a]	Year	Males		Females		Total	
		N	P	N	P	N	P
Erie	67	560	.45	387	.44	947	.45
	66	759	.58	434	.48	1193	.54
	65	765	.55	442	.45	1207	.51
	64	743	.52	497	.47	1204	.50
Kings	67	54	.04	33	.04	87	.04
	66	34	.03	28	.03	62	.03
	65	40	.03	41	.04	81	.03
	64	44	.03	40	.04	84	.03
Monroe	67	46	.04	31	.04	77	.04
	66	52	.04	31	.03	83	.04
	65	48	.03	37	.04	85	.04
	64	50	.03	47	.04	97	.04
Nassau	67	139	.11	140	.16	279	.13
	66	73	.06	114	.13	187	.08
	65	84	.06	93	.10	177	.07
	64	86	.06	107	.10	193	.08
Niagara	67	55	.04	28	.03	83	.04
	66	85	.06	36	.04	121	.05
	65	86	.06	51	.05	137	.06
	64	105	.07	44	.04	149	.06
Onondaga	67	28	.02	20	.02	48	.02
	66	28	.02	20	.02	48	.02
	65	29	.02	17	.02	46	.02
	64	47	.03	39	.04	86	.03
Queens	67	80	.06	70	.08	150	.07
	66	55	.04	52	.06	107	.05
	65	53	.04	48	.05	101	.04
	64	53	.04	58	.05	111	.04
Westchester	67	40	.03	21	.02	61	.03
	66	11	.01	32	.04	43	.02
	65	22	.02	24	.02	46	.02
	64	28	.02	36	.03	64	.03
Bronx	64	26	.02	11	.01	37	.01
Chautauqua	65	21	.02	13	.01	34	.01
New York	66	19	.01	12	.01	31	.01
Schenectady	64	19	.01	11	.01	30	.01
Suffolk	67	27	.02	12	.01	39	.02
All Other Counties[b]	67	218	.17	133	.15	351	.16
	66	201	.15	136	.15	337	.15
	65	248	.18	211	.22	459	.19
	64	236	.16	165	.16	401	.16

[a] Only counties with 30 or more students are listed individually.

[b] Counties having one or more students enrolled number 49 (1967), 53 (1966), 52 (1965), 51 (1964).

Table 13: Total Population of NYS Counties Compared with Number and Proportion of Freshmen from These Counties

County[a]	Year	Total Population[b] N	Total Population[b] P	Freshmen N	Freshmen P
Erie	67	1,088,295	.06	947	.45
	66	1,131,961	.06	1193	.54
	65	1,135,069	.06	1207	.51
	64	1,131,314	.06	1240	.50
Kings[c]	67	2,627,319	.15	87	.04
	66	2,627,319	.15	62	.03
	65	2,627,319	.15	81	.03
	64	2,627,319	.15	84	.03
Monroe	67	655,892	.04	77	.04
	66	647,011	.04	83	.04
	65	637,344	.04	85	.04
	64	627,366	.04	97	.04
Nassau	67	1,435,850	.08	279	.13
	66	1,419,688	.08	187	.08
	65	1,424,301	.08	177	.07
	64	1,402,597	.08	193	.08
Niagara	67	242,373	.01	83	.04
	66	245,214	.01	121	.05
	65	262,630	.01	137	.06
	64	259,540	.01	149	.06
Onondaga	67	470,517	.03	48	.02
	66	468,154	.03	48	.02
	65	469,933	.03	46	.02
	64	461,841	.03	86	.03
Queens[c]	67	1,809,578	.10	150	.07
	66	1,809,578	.10	107	.05
	65	1,809,578	.10	101	.04
	64	1,809,578	.10	111	.04
Westchester	67	869,021	.05	61	.03
	66	862,404	.05	43	.02
	65	868,821	.05	46	.02
	64	858,760	.05	64	.03
Bronx[c]	64	1,424,815	.08	37	.01
Chautauqua	65	149,341	.01	34	.01
New York	66	1,698,281	.09	31	.01
Schenectady	64	155,453	.01	30	.01
Suffolk	67	1,004,379	.06	39	.02
All Other Counties[d]	67	7,474,441	.41	351	.16
	66	6,993,487	.39	337	.15
	65	8,332,801	.47	459	.19
	64	6,761,826	.39	401	.16

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[a] Only counties with 30 or more students are listed individually.

[b] Source: NYS Business Fact Book: 1967 Supplement, pp.8-9.

[c] Populations are based on 1960 figures, since information was not available for 1964, 1965, 1966, or 1967. By inspection, it was assumed that these figures were accurate enough to warrant their inclusion, since the total population change in New York City, which includes the above three counties, was only +3.3%.

[d] Counties having one or more students enrolled number 49(1967), 53 (1966) 52 (1965), 51 (1964).

Table 14: Residence by NYS Economic Areas, by Sex

Economic Area[a]	Year	Males		Females		Total	
		N	P	N	P	N	P
	67	636	.51	422	.48	1058	.50
Buffalo	66	870	.66	484	.54	1354	.61
	65	882	.63	512	.52	1394	.59
	64	876	.61	556	.53	1432	.57
	67	374	.30	302	.35	676	.32
NY Metropolitan	66	226	.17	264	.29	490	.22
	65	248	.18	249	.25	497	.21
	64	278	.19	275	.26	553	.22
	67	65	.05	46	.05	111	.05
Rochester	66	81	.06	43	.05	124	.06
	65	89	.06	65	.07	154	.06
	64	86	.06	77	.07	163	.07
	67	44	.04	30	.03	74	.03
Syracuse	66	38	.03	24	.03	62	.03
	65	47	.03	27	.03	74	.03
	64	62	.04	50	.05	112	.04
	67	30	.02	19	.02	49	.02
Capital District	66	20	.02	21	.02	41	.02
	65	30	.02	31	.03	61	.03
	64	33	.02	27	.03	60	.02
	67	27	.02	11	.01	38	.02
Mohawk Valley	66	25	.02	12	.01	37	.02
	65	26	.02	19	.02	45	.02
	64	24	.02	19	.02	43	.02
	67	33	.03	11	.01	44	.02
Elmira	66	17	.01	15	.02	32	.01
	65	26	.02	26	.03	52	.02
	64	24	.02	15	.01	39	.02
	67	19	.02	16	.02	35	.02
Binghamton	66	17	.01	14	.02	31	.01
	65	17	.01	20	.02	37	.02
	64	21	.02	18	.02	39	.02
	67	10	.01	9	.01	19	.01
Northern	66	17	.01	8	.01	25	.01
	65	14	.01	13	.01	27	.01
	64	20	.01	9	.01	29	.01
	67	8	.01	8	.01	16	.01
Mid-Hudson	66	6	.00	10	.01	16	.01
	65	17	.01	15	.02	32	.01
	64	13	.01	9	.01	22	.01

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[a] Source: NYS Business Fact Book: 1967 Supplement, pp.8-9. See Appendix for map showing the counties comprising each Area.

Table 15: Total Population of NYS Economic Areas Compared with Number and Proportion of Freshmen from These Areas

Economic Area[a]	Year	Total Population		Freshmen	
		N	P	N	P
Buffalo	67	1,561,094	.09	1058	.50
	66	1,607,568	.09	1354	.61
	65	1,627,767	.09	1394	.59
	64	1,620,446	.09	1432	.57
NY Metropolitan	67	11,553,418	.64	676	.32
	66	11,396,141	.64	490	.22
	65	11,232,425	.63	497	.21
	64	11,084,098	.63	553	.22
Rochester	67	1,040,206	.06	111	.05
	66	1,026,634	.06	124	.06
	65	1,012,574	.06	154	.06
	64	999,146	.06	163	.07
Syracuse	67	742,725	.04	74	.03
	66	738,799	.04	62	.03
	65	740,155	.04	74	.03
	64	729,695	.04	112	.04
Capital District	67	806,422	.04	49	.02
	66	806,789	.05	41	.02
	65	806,334	.05	61	.03
	64	804,042	.05	60	.02
Mohawk Valley	67	458,481	.03	38	.02
	66	466,376	.03	37	.02
	65	466,011	.03	45	.02
	64	463,657	.03	43	.02
Elmira	67	334,765	.02	44	.02
	66	334,058	.02	32	.01
	65	376,068	.02	52	.02
	64	373,351	.02	39	.02
Binghamton	67	410,526	.02	35	.02
	66	409,127	.02	31	.01
	65	364,602	.02	37	.02
	64	366,265	.02	39	.02
Northern	67	387,362	.02	19	.01
	66	387,745	.02	25	.01
	65	389,594	.02	27	.01
	64	390,638	.02	29	.01
Mid-Hudson	67	746,631	.04	16	.01
	66	729,806	.04	16	.01
	65	701,607	.04	32	.01
	64	689,071	.04	22	.01

[a] Source: NYS Business Fact Book: 1967 Supplement, pp.8-9.

Table 16: Residence by State or Country, by Sex

		Males		Females		Total	
Region	Year	N	P	N	P	N	P
NYS	67	1247	.98	875	.97	2122	.98
	66	1317	.96	895	.98	2212	.97
	65	1396	.97	977	.98	2373	.97
	64	1437	.97	1055	.97	2492	.97
Massachusetts	67	1	.00	1	.00	2	.00
	66	2	.00	-	-	2	.00
	65	4	.00	-	-	4	.00
	64	1	.00	1	.00	2	.00
Michigan	67	3	.00	-	-	3	.00
	66	4	.00	-	-	4	.00
	65	6	.00	-	-	6	.00
	64	4	.00	-	-	4	.00
New Jersey	67	2	.00	4	.00	6	.00
	66	3	.00	3	.00	6	.00
	65	4	.00	6	.01	10	.00
	64	7	.00	9	.01	16	.01
Ohio	67	5	.00	-	-	5	.00
	66	10	.01	2	.00	12	.01
	65	4	.00	-	-	4	.00
	64	1	.00	2	.00	3	.00
Pennsylvania	67	7	.01	7	.01	14	.01
	66	7	.00	4	.00	11	.00
	65	10	.01	8	.01	18	.01
	64	9	.01	6	.01	15	.01
Connecticut	67	2	.00	-	-	2	.00
	66	-	-	1	.00	1	.00
	64	-	-	1	.00	1	.00
District of Columbia	65	1	.00	1	.00	2	.00
Florida	66	1	.00	-	-	1	.00
	65	2	.00	1	.00	3	.00
Rhode Island	66	1	.00	-	-	1	.00
	64	2	.00	-	-	2	.00
Virginia	67	-	-	1	.00	1	.00
	66	1	.00	-	-	1	.00
	65	1	.00	1	.00	2	.00
Other States[a]	67	-	-	4	.00	4	.00
	66	2	.00	4	.00	6	.00
	65	1	.00	3	.00	4	.00
	64	-	-	2	.00	2	.00

[a] Includes one each from: (1967) Illinois, Maine, Minnesota, Montana; (1966) Alabama, Georgia, Indiana, Maine, Texas, Vermont; (1965) Illinois, Indiana, Tennessee, Vermont; (1964) Maine, Hawaii.

Table 16: (cont'd.)

Region	Year	Males		Females		Total	
		N	P	N	P	N	P
Canada	67	5	.00	2	.00	7	.00
	66	15	.01	1	.00	16	.01
	65	10	.01	2	.00	12	.01
	64	14	.01	4	.00	18	.01
Iran	67	2	.00	-	-	2	.00
	66	2	.00	-	-	2	.00
Malaysia	67	2	.00	1	.00	3	.00
Tanganyika	64	2	.00	1	.00	3	.00
Other Countries[b]	67	1	.00	3	.00	4	.00
	66	8	.01	2	.00	10	.00
	65	5	.00	-	-	5	.00
	64	5	.00	1	.00	6	.00

[b] Includes one each from: (1967) Egypt, India, Peru, Puerto Rico; (1966) Guiana, India, Iraq, Jordan, Peru, South Africa, Southern Rhodesia, Sudan, Uganda, West Africa; (1965) Columbia, Hong Kong, India, Lebanon, Paraguay; (1964) Fiji Islands, France, Israel, Kenya, Lebanon, Poland.

A Biography of a Class Study

ED049473

FRESHMAN CLASS STATUS REPORT: 1967 - 1968

PART II Biographical Data

A Comparison:
1964 - 1965
1965 - 1966
1966 - 1967
1967 - 1968

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ABSTRACT

THE UNIVERSITY EXPERIENCE THE FIRST YEAR

Interview Study 2
1966 Freshman Class

This report, part of the Biography of a Class research project, is the second of a series based on interview data. It presents their reactions to the first year of University experience, attitudes and opinions about the University, involvement in University life, attitudes toward faculty and course work, change in students' attitudes, and their future goals. The sample on which this report is based consisted of all students, except one male resident, in the initial group selected from the 1894 Freshmen who entered SUNYAB in September, 1966. Of the 99 interviewed for this report, seven had already withdrawn from school.

Open-ended questions were used to permit maximum flexibility in student response.

Impressionistic generalizations, complemented by representative quotations of the students and tables indicating dimensions of students' responses and percentage of students responding in a given way, are presented in the report.

This report is based on responses of Freshmen during their second semester at the University.

SUMMARY OF FINDINGS

1. Typically, students saw themselves as more mature, responsible, independent, and better adjusted to university life. They also reported an improvement in their interpersonal relationships and a greater tolerance of others' views. Social relationships, exposure to different types of people with differing opinions, and the University atmosphere in general were mentioned as influences in student change.

2. One-third of the Freshmen, more commuters than residents, reported no change in their family relationships during their first year. The changes that did occur were usually perceived, particularly by residents, as an improvement--their family relationships were closer and marked by mutual respect and understanding. Greater independence was cited most frequently as the reason for the improvement. Desire for more independence and freedom, which increased conflicts, adversely affected family relationships.

3. There was little or no change in students' attitudes toward religion, sex, drinking, smoking, and drugs during their first year here. Most changes that did occur resulted in increased awareness and greater acceptance of others' views, but the students' personal attitudes or standards were basically not affected.

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4. A major value of the University experience was meeting people with different backgrounds and values, and the opportunity for open discussions. This led students to reconsider their own values, and to be more understanding and tolerant of others. Other valued experiences were the opportunities to make their own decisions and adjustments, and the educational experience itself.

5. Concerns of Freshmen were typically immediate and/or personal matters, including grades, examinations, future plans, and social life. However, compared to last semester, there was more concern over the world situation, the war, the draft, and the problems of society in general.

6. In ten years, many students aspired to a career or "good job", to be married, and to have a family. Over one-fourth of the men wanted enough money to live comfortably and have a nice car and home. These goals were basically unchanged from the first semester.

7. In ten years, women generally aspired to be educated, active, and interested in other people. For resident women, it was important to be good wives and mothers, while commuter women aspired to be understanding and open-minded. Men would like to be responsible, independent, and to live by their own standards. Resident men especially did not know or had not thought about the type of man they would like to be.

8. Most students expressed quite strong, positive feelings about being a student at U.B. The most frequently cited reasons were related to their educational experiences: the courses, the faculty, and the high academic standards of the school.

9. Students valued the atmosphere, describing it as informal, supportive yet non-protective, offering exposure to diversity and controversy, and necessitating independent decisions and adjustments.

10. The students' general attitude toward residence living was positive. This was especially true of resident women. They liked interacting with people, learning to live with others, and having the freedom of being away from home and on their own. Resident men found the facilities good, and preferred the living accommodations in Allenhurst to those in the Tower Dormitory. However, some objected to the transportation problem and the inconvenience of living off-campus. Many of the men, (60%) preferred to live in their own apartments.

11. About as many commuters reacted positively toward commuting as reacted negatively. The main advantages to living at home were (1) finding it easier to study and relax, (2) having a car and television, and (3) providing a necessary break from the school routine. The disadvantages included (1) difficulty in studying, (2) transportation problems, (3) difficulty in meeting people, and (4) lack of involvement in campus activities and University life in general.

12. Many Freshmen reported that their social life in college differed from that in high school in both quality and quantity. They noted that it was easier to meet people, the atmosphere was friendlier,

and therefore they had more friends, went out more socially, had less superficial relationships, and engaged in a wider variety of activities.

13. Students were more involved in extracurricular activities by or during their second semester here. Most students attended campus events, such as lectures and movies, with varying degrees of regularity, and more students had joined organized activities, such as clubs.

14. Participation in campus activities (e.g., lectures, movies) exceeded participation in student organizations (e.g., clubs). More residents than commuters were involved in both the student organizations and campus activities. Reasons for not participating to a greater extent, given particularly by commuters, included (1) inadequate publicity, (2) transportation difficulties, (3) lack of interest, and (4) lack of time. The more limited participation by commuters was seen by some of them to result from their greater freedom to choose between campus and other activities.

15. This semester as last, time was a major theme. Students, especially commuters (1) gave priority to their studies, (2) held outside jobs, (3) had responsibilities at home and (4) spent time traveling to and from the campus.

16. Similar to last semester, students expressed a moderate point of view on the subject of student participation in the administrative affairs of the University. Many (72%) felt that student opinion should be seriously considered but that the final decisions should be made by the administration and/or faculty. Resident men took the least moderate position, while commuter men held the most conservative, least diverse view.

17. The general attitude toward faculty was favorable. Contrary to some expectations, students usually found the faculty accessible and willing to help. Faculty were rarely criticized for incompetence in their subject matter, but rather for their uninteresting presentation of the material and their perceived unresponsiveness to students' needs.

18. Most positive comments about graduate student instructors referred to English instructors, while most negative ones were directed at recitation and lab instructors. English instructors were described as liberal, informal, friendly, helpful, and interested in students' opinions. Recitation and lab instructors were criticized primarily for their failure to elicit interest and their confusing presentations.

19. "Good" teachers, in students' eyes, are (1) willing to get to know students, (2) responsive, (3) helpful, and (4) willing to give individual attention to students. On the other hand, "poor" teachers (1) are not helpful and/or available to students, (2) give boring presentations, and (3) lack enthusiasm.

20. Most Freshmen wanted to talk to faculty members outside of class about academic and nonacademic issues, to learn their instructors' views, and to "look at them as a person."

21. Half of the students said that they had established an out-of-class relationship with at least one of their instructors, usually English instructors. Virtually all of these students reacted positively to the relationship.

22. Similar to last semester, students' reactions to particular courses were greatly affected by their attitude toward the teacher in that course. Students usually responded favorably to their courses in general; it was more common for them to dislike one or two particular courses rather than all or most course work. The more positive attitude this semester of commuter men toward their course work is probably related to their adjustment; they now knew how to study better and what was expected in their courses.

23. Many students, especially commuters, objected to the large classes, commenting on the impersonality, the lack of discussion, and the lack of contact between the teacher and the students.

24. Objections to the University experience included (1) course(s), (2) basic and distribution requirements, (3) academic pressure primarily due to overemphasis on grades, (4) teaching methods, (5) administrative policies and procedures, particularly registration, incompetent advisement and inadequate orientation programs, (6) commuting, (7) university atmosphere, particularly large classes and lack of school spirit, (8) specific aspects of residence living, such as problems with other dorm residents, various residence regulations, and noisy conditions which made studying difficult, (9) other students, particularly the "apathetic" ones and the "radicals", and (10) too few campus activities, inadequate publicity and inconvenient scheduling of activities.

25. Relative to making students' experience at the University more meaningful, almost half of the Freshmen said that it was up to the individual to make the experience meaningful; that the University was doing just about everything now.

> *"Freshman year here was different than any other experience I have ever had. I'd say I've learned a lot, matured a little bit, gained a little responsibility. Generally I'd say its been well worth the effort that I put into it."*

FRESHMAN CLASS STATUS REPORT: 1967-1968

PART II Biographical Data

A Comparison:
1964-1965
1965-1966
1966-1967
1967-1968

by

Karen Gochenour Zobrist

Jane Faulman

Study No. 17

November 1967

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FOREWORD

This is one of a series of four studies collectively entitled Freshman Class Status Report: 1967-1968. It presents biographical information about the Freshman Class and is considered a supplement to the descriptive data presented in Part I: The Composition of the Freshman Class, (Study No. 18).

This is the seventeenth of a series of studies entitled Biography of a Class, begun in 1964, to provide a description of SUNYAB students. The series includes census studies as well as follow-up studies of each Freshman Class, beginning with students who registered as Freshmen in September 1964.

INTRODUCTION

This study presents information obtained from the Student Personnel Questionnaire, (SPQ) completed by 1967-68 incoming[1] Freshmen during the 1967 Summer Planning Conferences.[2] The SPQ was developed and administered by University Research, Division of Instructional Services, and processed by the Instructional Services Programming Staff.[3] Since not all Freshmen attended a Summer Planning Conference, the data was not based on the entire Freshman Class. One thousand, six hundred seventy-six questionnaires, representing 88% of the Freshman Class, were completed.

The 1967-68 Freshman Class was compared with the 1966-67, 1965-66 and 1964-65 Freshman Classes. When no specific year is given, the reader may assume that a statement refers to the 1967-68 Freshman Class, or that it is true of all four classes. The number of students in certain tables does not equal 1,676; some students did not complete all items in the questionnaire. Proportions were based on the number of students who responded to each item, rather than on the total number of students completing the questionnaire.

Certain items on the questionnaire allowed for more than one answer; proportions in tables presenting data from these items do not total 1.00. Categories lacking data are indicated by a dash (-). Proportions less than .01 are denoted by .00. A blank indicates that information was not available. Proportions not totaling 1.00 are due to rounding errors.

Men and women were considered separately in most topics, but were compared in the text only when judged sufficiently different. When the report discusses "Freshmen," making no references to men or women, the reader may assume that the distribution of responses was similar for the two sexes. Where tables were prepared, responses were listed separately for each sex.

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[1] Does not include students who already have college credit.

[2] A series of conferences conducted for incoming Freshmen by the University College, during which time students become oriented to the University and register for courses.

[3] The Instructional Services Programming Staff utilized the facilities of the Computing Center at the State University of New York at Buffalo, which is partially supported by NIH Grant FR-00126 and NSF Grant GP-7318.

The following abbreviations were used:

N - number of students

P - proportion of students

SPQ - Student Personnel Questionnaire

Yr - year

67 - 1967-1968 Class

66 - 1966-1967 Class

65 - 1965-1966 Class

64 - 1964-1965 Class

A. DESCRIPTIVE DATA

1. Sex and Marital Status

Table 1: Male, Female Enrollment, by Sex

	Sex					
	Males		Females		Combined	
Yr	N	P	N	P	N	P
67	932	.56	744	.44	1676	1.00
66	1031	.57	787	.43	1818	1.00
65	1127	.56	868	.44	1995	1.00
64	1184	.57	888	.43	2072	1.00

The ratio of males to females entering SUNYAB during the years 1964-1967 has remained almost constant over the four years. In 1964 and 1966, the percentages were 57% males and 43% females; in 1965 and 1967, the percentages were 56% and 44% respectively.

Table 2: Marital Status, by Sex

		Sex					
Marital		Males		Females		Combined	
Status	Yr	N	P	N	P	N	P
Single	67	926	1.00	737	1.00	1663	1.00
	66	1022	1.00	780	1.00	1802	1.00
	65	1123	1.00	867	1.00	1990	1.00
	64	1184	1.00	888	1.00	2072	1.00
Married	67	2	.00	3	.00	5	.00
	66	2	.00	1	.00	3	.00
	65	4	.00	1	.00	5	.00
	64	-	-	-	-	-	-
Divorced	67	-	-	-	-	-	-
	66	-	-	1	.00	1	.00
	65	-	-	-	-	-	-
	64	-	-	-	-	-	-
Widowed	67	1	.00	-	-	1	.00
	66	-	-	-	-	-	-
	65	-	-	-	-	-	-
	64	-	-	-	-	-	-

In 1964, there were no married students at the Summer Planning Conference. In 1965, 1966 and 1967, the numbers were 5, 3, and 5, respectively. The marital status of students who did not attend a Summer Planning Conference, and hence did not complete a questionnaire, is not available.

The 1966 Class had one divorced student; in 1967 there was one widowed student. The number for the other years in these two categories was zero.

In that students who are married, divorced, or widowed would be less likely than single students to attend a Summer Planning Conference, it is possible that the Classes have more students in these categories than is indicated here.

2. Age

Table 3: Age, by Sex

		Sex					
		Males		Females		Combined	
Age^a	Yr	N	P	N	P	N	P
Under 17	67	18	.02	16	.02	34	.02
	66	15	.01	23	.03	38	.02
	65	17	.02	36	.04	53	.03
	64	35	.03	33	.04	68	.03
17	67	343	.37	292	.39	635	.38
	66	389	.38	341	.43	730	.40
	65	480	.45	404	.48	884	.46
	64	619	.52	473	.53	1092	.53
18	67	559	.60	432	.58	991	.59
	66	612	.59	417	.53	1029	.57
	65	562	.52	401	.48	963	.50
	64	482	.41	367	.41	849	.41
19	67	9	.01	2	.00	11	.01
	66	12	.01	3	.00	15	.01
	65	15	.01	3	.00	17	.01
	64	32	.03	9	.01	41	.02
20	67	1	.00	1	.00	2	.00
	66	1	.00	-	-	1	.00
	65	1	.00	-	-	1	.00
	64	9	.01	3	.00	12	.01
21	67	-	-	-	-	-	-
	66	-	-	-	-	-	-
	65	2	.00	-	-	2	.00
	64	5	.00	2	.00	7	.00
22	67	-	-	-	-	-	-
	66	1	.00	1	.00	2	.00
	65	-	-	-	-	-	-
	64	-	-	1	.00	1	.00
Over 22	67	1	.00	-	-	1	.00
	66	-	-	-	-	-	-
	65	-	-	-	-	-	-
	64	1	.00	-	-	1	.00

[a] Age as of September 1, in 1966 and 1967; in the previous years, age as of the Summer Planning Conference.

The majority of students in 1965, 1966, and 1967 were in the 18-year group; the next largest group for these three years was 17 years. In 1964 there were more 17-year olds than 18-year olds. The 1964 and 1967 Classes each had one student 22 years of age or over. However, it is possible that some students who did not attend a Summer Planning Conference were older.

In both 1966 and 1967, 99% of the Freshmen were 18 years of age or under, compared with 95% in 1965 and 97% in 1964.

3. Place of Birth

Table 4: Place of Birth, by Sex

		Sex					
		Males		Females		Combined	
Place of Birth	Yr	N	P	N	P	N	P
United States	67	902	.97	726	.98	1628	.97
	66	983	.96	755	.97	1738	.96
	65	1062	.95	827	.96	1889	.96
	64	1130	.96	844	.95	1974	.95
Canada	67	6	.01	2	.00	8	.00
	66	6	.01	6	.01	12	.01
	65	3	.00	6	.01	9	.00
	64	14	.01	3	.00	17	.01
Other	67	20	.02	15	.02	35	.02
	66	38	.04	21	.03	59	.03
	65	48	.04	28	.03	76	.04
	64	39	.03	41	.05	80	.04

Ninety-seven percent of the 1967 Freshman Class were born in the United States. The percentages for other years are: 95% in 1964, 96% in 1965 and 96% in 1966. In 1967, there were six men and two women of Canadian birth; 20 men and 15 women were born outside the United States or Canada.

4. Citizenship

Table 5: Citizenship, by Sex

		Sex					
		Males		Females		Combined	
Citizenship	Yr	N	P	N	P	N	P
United States	67	919	.99	735	.99	1654	.99
	66	1016	.99	771	.99	1787	.99
	65	1078	.99	837	.99	1915	.99
	64	1163	.98	873	.99	2036	.99
Canada	67	5	.01	1	.00	6	.00
	66	3	.00	2	.00	5	.00
	65	2	.00	2	.00	4	.00
	64	11	.01	2	.00	13	.01
Other	67	3	.00	4	.01	7	.00
	66	8	.01	5	.01	13	.01
	65	10	.01	9	.01	19	.01
	64	7	.01	8	.01	15	.01

In all four years of the study, 99% of the entering Freshmen were American citizens.

B. FAMILY BACKGROUND

1. Personal

Ninety-three percent of the current Freshman Class indicated that their father was their present male guardian; 97% indicated that their mother was their female guardian. One percent had a step-father as their male guardian; one percent had a step-mother as their female guardian. Six percent of the class had no male guardian; one percent had no female guardian.

2. Place of Birth

Table 6: Father's Birthplace, by Sex

Place of Birth[a]	Yr	Sex					
		Males		Females		Combined	
		N	P	N	P	N	P
United States	67	769	.88	624	.90	1393	.89
	66	853	.88	629	.89	1482	.89
	65	662	.83	521	.84	1183	.84
	64	998	.87	739	.86	1737	.86
Canada	67	13	.02	8	.01	21	.01
	66	19	.02	13	.02	32	.02
	65	20	.03	13	.02	33	.02
	64	27	.02	8	.01	35	.02
Other	67	87	.10	65	.09	152	.10
	66	92	.10	67	.09	159	.10
	65	111	.14	84	.14	195	.14
	64	128	.11	113	.13	241	.12

[a] Refers to father, step-father or male guardian.

In 1966 and 1967, 89% of the fathers were born in the United States, the highest percentage for the four years studied. The lowest percentage was 84%, in 1965. The percentages of Canadian fathers has remained fairly constant, at 2% in 1964-1966, and 1% in 1967. The percentage of fathers born outside the United States or Canada has ranged between 10% and 14% for the four years.

Table 7: Mother's Birthplace, by Sex

Place of Birth[a]	Yr	Sex					
		Males		Females		Combined	
		N	P	N	P	N	P
United States	67	814	.90	643	.89	1457	.90
	66	890	.90	675	.91	1565	.90
	65	994	.90	767	.89	1761	.90
	64	1002	.88	763	.89	1765	.88
Canada	67	22	.02	10	.01	32	.02
	66	20	.02	18	.02	38	.02
	65	22	.02	15	.02	37	.02
	64	32	.03	12	.01	44	.02
Other	67	66	.07	66	.09	132	.08
	66	82	.08	51	.07	133	.08
	65	85	.08	76	.09	161	.08
	64	102	.09	87	.10	189	.09

[a] Refers to mother, step-mother or female guardian.

The percentages for mother's birthplace have changed very little during four years. During 1965-1967, 90% of the mothers were born in the United States; 8% were born outside the United States or Canada. For all four years, 2% of the mothers were born in Canada.

3. Education

Table 8: Father's Education, by Sex

Highest Education[a] Completed by Father[b]	Yr	Sex					
		Males		Females		Combined	
		N	P	N	P	N	P
Grammar School	67	44	.05	40	.06	84	.05
	66	85	.09	41	.06	126	.07
	65	115	.10	66	.08	181	.09
	64	110	.10	85	.10	195	.10
Some High School	67	161	.18	100	.14	261	.17
	66	184	.19	120	.17	304	.18
	65	260	.24	170	.20	430	.22
	64	279	.24	163	.19	442	.22
High School Graduate	67	265	.30	213	.30	478	.30
	66	311	.32	204	.29	515	.31
	65	346	.32	243	.29	589	.30
	64	384	.33	262	.30	646	.32
Trade School[c] or Some Junior College	67	65	.07	68	.10	133	.08
	66	74	.08	48	.07	122	.07
	65						
	64						
Two-Year[c] College Graduate	67	17	.02	12	.02	29	.02
	66	24	.02	17	.02	41	.02
	65						
	64						
Some Four[c] Year College	67	119	.14	98	.14	217	.14
	66	109	.11	91	.13	200	.12
	65	165	.15	162	.19	327	.17
	64	162	.14	134	.15	296	.15
Four-Year College Graduate	67	90	.10	83	.12	173	.11
	66	105	.11	94	.13	199	.12
	65	130	.12	128	.15	258	.13
	64	126	.11	113	.13	239	.12
Some Graduate School	67	33	.04	22	.03	55	.03
	66	17	.02	18	.03	35	.02
	65	14	.01	16	.02	30	.02
	64	18	.02	26	.03	44	.02
Graduate Degree	67	84	.10	67	.10	151	.10
	66	64	.07	80	.11	144	.09
	65	67	.06	61	.07	128	.07
	64	71	.06	82	.09	153	.08

[a] Caution is advised in reading Tables 8 and 9. The categories were mutually exclusive; Freshmen marked only one category, indicating highest level of education completed.

[b] Refers to father, stepfather or male guardian.

[c] In 1965 and 1964, on Tables 8 and 9, "Some Four-Year College" and "Four-Year College Graduate" categories were designated "Some College" and "College Graduate"; each included fathers who had attended and/or graduated from a trade school or a two-year college. In 1966 and 1967 these latter two categories were listed separately.

As in past years, almost one-third of the fathers were high school graduates, the largest category. The next highest category was "Some High School" (17%). Twenty-two percent of the fathers were not high school graduates. This percentage has decreased every year since 1964, when it was 32%. The percentage of fathers who completed high school or less was greater for males than females. The percentage of fathers who pursued further education was greater for females than for males.

Twenty-four percent of the fathers were college graduates or above (a slight increase over 22% in 1964). The percentages of fathers who received graduate degrees were 8% in 1964, 7% in 1965, 9% in 1966 and 10% in 1967.

The data indicates an increase in post-high school education of fathers for the past four years. (From 37% in 1964 to 48% in 1967.) In this group, fathers of females have been proportionally higher than fathers of males.

Table 9: Mother's Education, by Sex

Highest Education Completed by Mother[a]	Yr	Sex					
		Males		Females		Combined	
		N	P	N	P	N	P
Grammar School	67	53	.06	33	.05	86	.05
	66	66	.07	41	.05	107	.06
	65	89	.08	48	.06	137	.07
	64	119	.10	71	.08	190	.10
Some High School	67	118	.13	84	.11	202	.12
	66	164	.16	107	.14	271	.15
	65	208	.19	118	.14	326	.17
	64	206	.18	167	.19	373	.19
High School Graduate	67	441	.48	335	.46	776	.47
	66	481	.47	332	.43	813	.46
	65	529	.49	388	.46	917	.48
	64	562	.50	380	.44	942	.47
Trade School[b] or Some Junior College	67	70	.08	74	.10	144	.09
	66	75	.07	81	.11	156	.09
	65						
	64						
Two-Year[b] College Graduate	67	26	.03	24	.03	50	.03
	66	32	.03	13	.02	45	.03
	65						
	64						
Some Four[b] Year College	67	103	.11	73	.10	176	.11
	66	107	.11	95	.12	202	.11
	65	123	.11	147	.18	270	.14
	64	127	.11	119	.14	246	.12
Four-Year College Graduate	67	51	.06	51	.07	102	.06
	66	64	.06	63	.08	127	.07
	65	99	.09	99	.12	198	.10
	64	87	.08	94	.11	181	.09
Some Graduate School	67	27	.03	26	.04	53	.03
	66	9	.01	15	.02	24	.01
	65	20	.02	17	.02	37	.02
	64	12	.01	15	.02	27	.01
Graduate Degree	67	30	.03	32	.04	62	.04
	66	16	.02	23	.03	39	.02
	65	14	.01	23	.03	37	.02
	64	22	.02	18	.02	40	.02

[a] Refers to mother, stepmother, or female guardian.

[b] In 1965 and 1964, on Tables 8 and 9, "Some Four-Year College" and "Four-Year College Graduate", each included mothers who had attended and/or graduated from a trade school or a two-year college. In 1966 and 1967 these latter two categories were listed separately.

Almost half (47%) of the mothers of the 1967 Freshmen were graduated from high school, similar to the previous three years. Sixty-four percent of the mothers completed high school or less. Proportionally more mothers of males than of females completed high school or less, while the percentage of mothers pursuing education beyond high school was higher for females than for males.

The percentages of mothers not completing high school has been decreasing for four years, from 29% in 1964 to 17% in 1967.

Thirteen percent of the mothers were college graduates or above (12% for males, 15% for females). Proportionally twice as many mothers of the 1967 Class received graduate degrees: 4% in 1967, compared with 2% in the previous three years.

An increase in post-high school education of mothers for the past four years is evident (from 24% in 1964 to 36% in 1967). The percentages of mothers of females receiving post-high school education have been higher than those for mothers of males.

4. Father's[1] Occupation[2]

Ninety-seven percent of the fathers were gainfully employed at the time the questionnaire was completed, compared with 97% in 1966 and 94% in 1965 and 1964.

Table 10: Father's Occupation, by Sex

Occupational Classification	Yr	Sex Males N	P	Females N	P	Combined N	P
Clerical	67	48	.05	36	.05	84	.05
	66	44	.05	27	.04	71	.04
Craftsman, Foreman	67	179	.20	133	.19	312	.20
	66	231	.24	128	.18	359	.21
Manager, Offic., Prop.[a]	67	184	.21	155	.22	339	.21
	66	197	.20	175	.24	372	.22
Operatives	67	109	.12	85	.12	194	.12
	66	161	.17	86	.12	247	.15
Professional	67	173	.20	145	.21	318	.20
	66	162	.17	147	.21	309	.18
Sales	67	87	.10	70	.10	157	.10
	66	68	.07	63	.09	131	.08
Service	67	40	.05	26	.04	66	.04
	66	41	.04	26	.04	67	.04
Technical	67	39	.04	46	.07	85	.05
	66	55	.06	43	.06	98	.06
Not Listed	67	18	.02	7	.01	25	.02
	66	16	.02	20	.03	36	.02

[a] Official, Proprietor

Sixty-one percent of the fathers were almost evenly divided among the Manager, Official, Proprietor; Craftsman, Foreman; and Professional categories. Technical, Clerical, Service, and Not Listed categories each had fewer than 10% of the responses. Compared with 1966, in 1967 there was a proportional increase of 2% in the Professional and Sales categories and a 3% decrease in the Operatives category.

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[1] Refers to father, step-father, or male guardian.

[2] The 98 occupations listed in the questionnaire and the eight occupational categories under which they are classified were selected from the Alphabetical Index of Occupations and Industries, U. S. Department of Commerce, 1960. The occupations selected for inclusion in the SPQ were those judged most representative. Students were instructed to determine which of the 99 listed occupations (Code #99 was "Not Elsewhere Listed") most closely corresponded to their guardian's.

The number and proportion of fathers in each occupation subsumed under each occupational classification are presented in Tables 11-19. Proportions in these tables were based on total number of employed fathers, rather than on the number in each category.

Table 11: Clerical Category, by Sex

Clerical Category	Yr	Sex					
		Males		Females		Combined	
		N	P	N	P	N	P
Assistant: Library, Physician	67	2	.00	1	.00	3	.00
	66	2	.00	1	.00	3	.00
Bookkeeper, Payroll Clerk, Timekeeper	67	2	.00	1	.00	3	.00
	66	4	.00	2	.00	6	.00
Clerk (Except Sales)	67	15	.02	11	.02	26	.02
	66	14	.01	10	.01	24	.01
Collector (Bill and Account)	67	-	-	1	.00	1	.00
	66	-	-	-	-	-	-
Communications, Switchboard Telephone	67	6	.01	4	.01	10	.01
	66	3	.00	2	.00	5	.00
Insurance Adjuster, Examiner, Investigator	67	5	.01	2	.00	7	.00
	66	3	.00	3	.00	6	.00
Postal Employee	67	18	.02	15	.02	33	.02
	66	18	.02	9	.01	27	.02
Secretary, Stenographer	67	-	-	1	.00	1	.00
	66	-	-	-	-	-	-

Table 12: Craftsman, Foreman Category, by Sex

Craftsman, Foreman Category	Yr	Sex					
		Males		Females		Combined	
		N	P	N	P	N	P
Baker	67	6	.01	1	.00	7	.00
	66	6	.01	4	.01	10	.01
Bricklayer, Stone Mason, Tile Setter, Etc.	67	3	.00	2	.00	5	.00
	66	3	.00	3	.00	6	.00
Building Tradesman (Not elsewhere classified)	67	7	.01	4	.01	11	.01
	66	4	.00	5	.01	9	.01
Cabinet Maker, Upholsterer	67	3	.00	1	.00	4	.00
	66	4	.00	1	.00	5	.00
Carpenter	67	7	.01	7	.01	14	.01
	66	15	.02	8	.01	23	.01
Contractor	67	15	.02	15	.02	30	.02
	66	14	.01	12	.02	26	.02
Craftsman (Not elsewhere classified)	67	2	.00	1	.00	3	.00
	66	6	.01	4	.01	10	.01
Electrician	67	20	.02	9	.01	29	.02
	66	23	.02	8	.01	31	.02
Equipment Operator: Crane, Derrick, etc.	67	3	.00	2	.00	5	.00
	66	6	.01	1	.00	7	.00
Furrier	67	4	.00	2	.00	6	.00
	66	2	.00	4	.01	6	.00
Jeweler, Watchmaker, Goldsmith, etc.	67	6	.01	7	.01	13	.01
	66	6	.01	2	.00	8	.00
Lineman and/or Service Man: Telephone, Power	67	1	.00	3	.00	4	.00
	66	3	.00	4	.01	7	.00
Locomotive Brakeman, Engineer, Fireman	67	5	.01	3	.00	8	.01
	66	8	.01	1	.00	9	.01
Machinist	67	26	.03	27	.04	53	.03
	66	38	.04	17	.02	55	.03
Mechanic and/or Repairman	67	22	.03	19	.03	41	.03
	66	29	.03	19	.03	48	.03
Metal Worker: Sheet and/or Structural	67	11	.01	4	.01	15	.01
	66	13	.01	2	.00	15	.01
Military: Non-Commissioned	67	4	.01	1	.00	5	.00
	66	2	.00	1	.00	3	.01
Painter, Paperhanger	67	6	.01	-	-	6	.00
	66	9	.01	3	.00	12	.00
Plumber, Pipe Fitter	67	10	.01	4	.01	14	.01
	66	16	.02	3	.00	19	.01
Printer, Lithographer, Pressman, Type Setter	67	12	.01	12	.02	24	.02
	66	11	.01	13	.02	24	.01
Toolmaker, Die maker	67	6	.01	9	.01	15	.01
	66	13	.01	13	.02	26	.02

Table 13: Manager, Official, Proprietor Category, by Sex

Manager, Official, Proprietor Category	Yr	Sex: Males N	Males P	Females N	Females P	Combined N	Combined P
Buyer, Purchasing Agent	67	5	.01	8	.01	13	.01
	66	14	.01	4	.01	18	.01
Conductor: Railroad	67	1	.00	1	.00	2	.00
	66	7	.01	-	-	7	.00
Farm Owner, Manager	67	8	.01	10	.01	18	.01
	66	7	.01	4	.01	11	.01
Inspector, Production Manager/Supervisor	67	17	.02	19	.03	36	.02
	66	42	.04	28	.04	70	.04
Manager, Company Official (Not elsewhere classified)	67	95	.11	72	.10	167	.11
	66	74	.08	81	.11	155	.09
Military: Commissioned Officer	67	-	-	-	-	-	-
	66	4	.00	4	.01	8	.00
Public Official, Politician	67	3	.00	4	.01	7	.00
	66	4	.00	-	-	4	.00
Sales Manager (District, Regional)	67	20	.02	16	.02	36	.02
	66	18	.02	28	.04	46	.03
Union Official, Labor Relations Worker	67	2	.00	4	.01	6	.00
	66	3	.00	5	.01	8	.00
Wholesaler, Retailer, Merchant	67	33	.04	21	.03	54	.03
	66	24	.02	21	.03	45	.03

Table 14: Operatives Category, by Sex

Operatives Category	Yr	Sex Males N	 Males P	 Females N	 Females P	 Combined N	 Combined P
Assembler	67	13	.01	4	.01	17	.01
	66	14	.01	4	.01	18	.01
Attendant	67	5	.01	-	-	5	.00
	66	4	.00	1	.00	5	.00
Bus or Taxi Driver, Chauffeur, Deliveryman	67	12	.01	14	.02	26	.02
	66	16	.02	11	.02	27	.02
Gardener	67	-	-	-	-	-	-
	66	2	.00	2	.00	4	.00
Housewife, Homemaker	67	-	-	1	.00	1	.00
	66	1	.00	-	-	1	.00
Laborer	67	23	.03	23	.03	46	.03
	66	46	.05	12	.02	58	.03
Longshoreman	67	1	.00	-	-	1	.00
	66	-	-	-	-	-	-
Meatcutter, Butcher	67	5	.01	8	.01	13	.01
	66	2	.00	4	.01	6	.00
Merchant Marine	67	1	.00	1	.00	2	.00
	66	1	.00	-	-	1	.00
Tailor	67	7	.01	5	.01	12	.01
	66	3	.00	5	.01	8	.00
Steel Worker, Factory or Mine Worker	67	33	.04	23	.03	56	.04
	66	55	.06	42	.06	97	.06
Truckdriver	67	9	.01	6	.01	15	.01
	66	17	.02	5	.01	22	.01

Table 15: Professional Category, by Sex

Professional Category	Yr	Sex					
		Males		Females		Combined	
		N	P	N	P	N	P
Accountant, Auditor Bank Official	67	41	.05	33	.05	74	.05
	66	27	.03	29	.04	56	.03
Architect	67	2	.00	-	-	2	.00
	66	1	.00	1	.00	2	.00
Attorney	67	14	.02	12	.02	26	.02
	66	3	.00	10	.01	13	.01
Clergyman	67	4	.00	1	.00	5	.00
	66	2	.00	-	-	2	.00
College Professor	67	2	.00	2	.00	4	.00
	66	3	.00	6	.01	9	.01
College President, Dean	67	-	-	-	-	-	-
	66	2	.00	-	-	2	.00
Dentist	67	12	.01	5	.01	17	.01
	66	14	.01	9	.01	23	.01
Engineer	67	53	.06	41	.06	94	.06
	66	56	.06	46	.06	102	.06
Judge	67	-	-	-	-	-	-
	66	-	-	1	.00	1	.00
Librarian	67	-	-	-	-	-	-
	66	-	-	1	.00	1	.00
Pharmacist	67	4	.00	7	.01	11	.01
	66	10	.01	5	.01	15	.01
Physician, Surgeon	67	5	.01	8	.01	13	.01
	66	8	.01	10	.01	18	.01
Principal, Supervisor (School)	67	6	.01	5	.01	11	.01
	66	1	.00	6	.01	7	.00
Scientist (Physical)	67	7	.01	10	.01	17	.01
	66	10	.01	6	.01	16	.01
Scientist (Social)	67	1	.00	3	.00	4	.00
	66	1	.00	-	-	1	.00
Social Welfare, Religious Personnel Worker	67	4	.00	4	.01	8	.01
	66	6	.01	3	.00	9	.01
Teacher: Elementary, Secondary	67	17	.02	10	.01	27	.02
	66	13	.01	13	.02	26	.02
Teacher: Music, Dance, Other	67	1	.00	3	.00	4	.00
	66	2	.00	-	-	2	.00
Veterinarian	67	-	-	1	.00	1	.00
	66	-	-	-	-	-	-

Table 16: Sales Category, by Sex

Sales Category	Yr	Sex					
		Males		Females		Combined	
		N	P	N	P	N	P
Insurance Agent, Broker, Underwriter	67	11	.01	12	.02	23	.01
	66	8	.01	9	.01	17	.01
Real Estate Agent, Appraiser, Broker	67	5	.01	6	.01	11	.01
	66	6	.01	3	.00	9	.01
Sales Clerk (Wholesale, Retail)	67	10	.01	3	.00	13	.01
	66	7	.01	5	.01	12	.01
Salesman (Not elsewhere classified)	67	59	.07	49	.07	108	.07
	66	46	.05	45	.06	91	.05
Stock and/or Bond Broker	67	2	.00	-	-	2	.00
	66	1	.00	1	.00	2	.00

Table 17: Service Category, by Sex

Service Category	Yr	Sex					
		Males		Females		Combined	
		N	P	N	P	N	P
Barber, Beautician	67	2	.00	4	.01	6	.00
	66	4	.00	2	.00	6	.00
Bartender	67	6	.01	-	-	6	.00
	66	3	.00	2	.00	5	.00
Chef, Cook	67	3	.00	2	.00	5	.00
	66	1	.00	2	.00	3	.00
Elevator Operator	67	1	.00	-	-	1	.00
	66	-	-	-	-	-	-
Fireman, Guard, Policeman, Sheriff, etc.	67	25	.03	16	.02	41	.03
	66	22	.02	16	.02	38	.02
Service Worker, Apartment Superintendent, Maid, Janitor	67	2	.00	3	.00	5	.00
	66	9	.01	4	.01	13	.01
Waiter	67	1	.00	1	.00	2	.00
	66	2	.00	-	-	2	.00

Table 18: Technical Category, by Sex

Technical Category	Yr	Sex					
		Males		Females		Combined	
		N	P	N	P	N	P
Airplane Pilot, Navigator	67	-	-	1	.00	1	.00
	66	3	.00	1	.00	4	.00
Communications: Author, Reporter, Radio/TV	67	5	.01	7	.01	12	.01
	66	11	.01	8	.01	19	.01
Designer, Decorator	67	-	-	4	.01	4	.00
	66	3	.00	4	.01	7	.00
Draftsman	67	6	.01	6	.01	12	.01
	66	12	.01	11	.02	23	.01
Entertainer	67	2	.00	-	-	2	.00
	66	3	.00	1	.00	4	.00
Funeral Director, Embalmer	67	-	-	1	.00	1	.00
	66	-	-	-	-	-	-
Optometrist, Optician, Osteopath, Chiropractor	67	3	.00	1	.00	4	.00
	66	5	.01	2	.00	7	.00
Technical Worker (Not elsewhere classified)	67	8	.01	10	.01	18	.01
	66	11	.01	5	.01	16	.01
Technician: Medical, X-ray, Electrical, etc.	67	15	.02	16	.02	31	.02
	66	10	.01	11	.02	21	.01
Therapist, Dietician, Nutritionist	67	-	-	-	-	-	-
	66	-	-	1	.00	1	.00

Table 19: Occupations Not Listed, by Sex

Father's Occupation	Yr	Males N	Males P	Females N	Females P	Combined N	Combined P
Not Listed	67	18	.02	7	.01	25	.02
	66	16	.02	20	.03	36	.02

In the Clerical category, 40% were non-sales Clerks, and 40% were Postal Employees.

Fifteen percent in the Craftsman, Foreman category were Machinists, and 15% were Mechanics and/or Repairmen. All other subcategories had smaller frequencies.

Fifty-two percent of the fathers in the Manager, Official, Proprietor category were Managers or Company Officials, an increase from 41% in 1966. In 1967, the next highest subcategory was Wholesaler, Retailer, Merchant, with 14% of the responses. The percentage of fathers in this category who were Inspectors or Production Managers or Supervisors decreased from 18% in 1966 to 10% in 1967.

Thirty-three percent in the Operatives category were Steel Workers, Factory or Mine Workers, a decrease from 40% in 1966; in 1967, twenty-five percent were Laborers; about 17% were Bus or Taxi Drivers, Chauffeurs, or Deliverymen. In 1966, the percentages in these subcategories were 20% and 13%, respectively.

Thirty percent of the fathers in the Professional category were Engineers. Twenty-five percent were Accountants, Auditors, or Bank Officials; in 1966, 17% were in this subcategory.

In the Sales category, 70% were Salesmen, compared with 63% in 1966. No other subcategory contained more than 10% of the responses.

The highest subcategory under Service was Fireman, Guard, Policeman, and Sheriff, with 75% of the responses.

Forty percent in the Technical category were Medical, X-Ray, or Electrical Technicians.

5. Mother's[1] Occupation[2]

Fifty-two percent indicated that their mothers were working at the time the questionnaire was completed. In 1966, 1965, and 1964, the percentages were 46%, 42%, and 42%, respectively.

Table 20: Mother's Occupation, by Sex

Occupational Classification	Yr	Sex					
		Males		Females		Combined	
		N	P	N	P	N	P
Clerical	67	96	.10	85	.12	181	.11
	66	70	.07	74	.10	144	.08
Craftsman, Foreman	67	2	.00	2	.00	4	.00
	66	6	.01	4	.01	10	.01
Manager, Official, Proprietor	67	14	.02	6	.01	20	.01
	66	13	.01	5	.01	18	.01
Operatives	67	679	.74	526	.72	1205	.73
	66	828	.82	610	.80	1438	.81
Professional	67	66	.07	64	.09	130	.08
	66	61	.06	43	.06	104	.06
Sales	67	26	.03	19	.03	45	.03
	66	8	.01	8	.01	16	.01
Service	67	22	.02	11	.02	33	.02
	66	21	.02	14	.02	35	.02
Technical	67	5	.01	7	.01	12	.01
	66	5	.00	4	.01	9	.01
Not Listed	67	9	.01	6	.01	15	.01
	66	3	.00	5	.01	8	.00

Seventy-three percent of the mothers were in the Operatives category, which includes Housewife as a subcategory. The next highest categories were Clerical (11%) and Professional (8%).

Seventy percent of the mothers of the 1967 Freshman Class were housewives, compared with 78% of the 1966 Class.

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[1] Refers to mother, step-mother or female guardian.
[2] See footnote 2 on page 13 for explanation of origin of classifications.

The number and proportion of mothers in each occupation subsumed under each occupational classification are presented in Tables 21-29. Proportions in these tables were based on total number of employed[1] mothers, rather than on the number in each category.

Table 21: Clerical Category, by Sex

Clerical Category	Yr	Sex					
		Males		Females		Combined	
		N	P	N	P	N	P
Assistant: Library,	67	4	.00	4	.01	8	.00
Physician, etc.	66	1	.00	2	.00	3	.00
	67	1	.00	2	.00	3	.00
Bankteller	66	-	-	2	.00	2	.00
Bookkeeper, Payroll	67	19	.02	19	.03	38	.02
Clerk, Timekeeper	66	10	.01	16	.02	26	.01
	67	6	.01	4	.01	10	.01
Cashier	66	2	.00	4	.01	6	.00
	67	12	.01	15	.02	27	.02
Clerk (Except Sales)	66	12	.01	11	.01	23	.01
Communications:	67	1	.00	5	.01	6	.00
Switchboard, Telephone, etc.	66	2	.00	1	.00	3	.00
	67	1	.00	2	.00	3	.00
Postal Employee	66	2	.00	-	-	2	.00
	67	52	.06	34	.05	86	.05
Secretary, Stenographer	66	41	.04	38	.05	79	.04

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[1] The mother's occupation coded by the student was in the occupation that the mother pursued for more than half of her married life. It was not necessary for the mother to be gainfully employed at the time the student completed the questionnaire.

Table 22: Craftsman, Foreman Category, by Sex

Craftsman, Foreman Category	Yr	Sex					
		Males		Females		Combined	
		N	P	N	P	N	P
Baker	67	-	-	-	-	-	-
	66	1	.00	-	-	1	.00
Craftsman, (Not elsewhere classified)	67	1	.00	-	-	1	.00
	66	-	-	1	.00	1	.00
Equipment Operator: Crane, Derrick, etc.	67	-	-	-	-	-	-
	66	2	.00	-	-	2	.00
Machinist	67	1	.00	-	-	1	.00
	66	-	-	-	-	-	-
Military: Non-Commissioned	67	-	-	-	-	-	-
	66	3	.00	1	.00	4	.00
Printer, Lithographer, Pressman, Typesetter	67	-	-	2	.00	2	.00
	66	-	-	2	.00	2	.00

Table 23: Manager, Official, Proprietor Category, by Sex

Manager, Official, Proprietor Category	Yr	Sex					
		Males		Females		Combined	
		N	P	N	P	N	P
Buyer, Purchasing Agent	67	1	.00	-	-	1	.00
	66	1	.00	-	-	1	.00
Farm Owner, Manager	67	-	-	-	-	-	-
	66	-	-	1	.00	1	.00
Inspector, Production Manager/Supervisor	67	4	.00	2	.00	6	.00
	66	1	.00	1	.00	2	.00
Manager, Company Official (Not elsewhere classified)	67	4	.00	3	.00	7	.00
	66	9	.01	1	.00	10	.01
Sales Manager (District, Regional)	67	1	.00	-	-	1	.00
	66	-	-	-	-	-	-
Union Official, Labor Relations Worker	67	1	.00	-	-	1	.00
	66	-	-	-	-	-	-
Wholesaler, Retailer, Merchant	67	3	.00	1	.00	4	.00
	66	2	.00	2	.00	4	.00

Table 24: Operatives Category, by Sex

Operatives Category	Yr	Sex					
		Males		Females		Combined	
		N	P	N	P	N	P
Assembler	67	3	.00	2	.00	5	.00
	66	5	.00	3	.00	8	.00
Attendant: Auto. Parking, Hospital, etc.	67	1	.00	1	.00	2	.00
	66	1	.00	-	-	1	.00
Babysitter, Housekeeper Laundress	67	10	.01	5	.01	15	.01
	66	8	.01	2	.00	10	.01
Bus or Taxi Driver, Chauffeur, Deliveryman	67	1	.00	1	.00	2	.00
	66	-	-	1	.00	1	.00
Gardener	67	1	.00	-	-	1	.00
	66	-	-	-	-	-	-
Housewife, Homemaker	67	649	.71	495	.68	1144	.70
	66	800	.79	594	.77	1394	.78
Laborer	67	4	.00	6	.01	10	.01
	66	2	.00	-	-	2	.00
Meatcutter, Butcher	67	-	-	-	-	-	-
	66	1	.00	-	-	1	.00
Seamstress, Dressmaker	67	7	.01	9	.01	16	.01
	66	7	.01	5	.01	12	.01
Steel Worker, Factory or Mine Worker	67	3	.00	7	.01	10	.01
	66	4	.00	5	.01	9	.01

Table 25: Professional Category, by Sex

Professional Category	Yr	Sex					
		Males		Females		Combined	
		N	P	N	P	N	P
Accountant, Auditor, Bank Official	67	6	.01	-	-	6	.00
	66	5	.00	2	.00	7	.00
College Professor, Instructor	67	2	.00	1	.00	3	.00
	66	-	-	2	.00	2	.00
Librarian	67	2	.00	1	.00	3	.00
	66	1	.00	1	.00	2	.00
Nurse	67	21	.02	22	.03	43	.03
	66	21	.02	16	.02	37	.02
Pharmacist	67	-	-	1	.00	1	.00
	66	1	.00	1	.00	2	.00
Scientist (Physical)	67	-	-	-	-	-	-
	66	1	.00	-	-	1	.00
Social Welfare, Religious, Personnel Worker	67	4	.00	2	.00	6	.00
	66	2	.00	1	.00	3	.00
Teacher: Elementary, Secondary	67	29	.03	34	.05	63	.04
	66	25	.02	16	.02	41	.02
Teacher: Music, Dance, Other	67	2	.00	3	.00	5	.00
	66	5	.00	3	.00	8	.00

Table 26: Sales Category, by Sex

Sales Category	Yr	Males N	Males P	Females N	Females P	Combined N	Combined P
Insurance Agent, Broker Underwriter	67	2	.00	2	.00	4	.00
	66	-	-	2	.00	2	.00
Real Estate Agent Appraiser, Broker	67	5	.01	1	.00	6	.00
	66	-	-	-	-	-	-
Sales Clerk (Wholesale, Retail)	67	15	.02	12	.02	27	.02
	66	7	.01	6	.01	13	.01
Salesman (Not elsewhere classified)	67	4	.00	2	.00	6	.00
	66	-	-	-	-	-	-
Stock and/or Bond Broker	67	-	-	1	.00	1	.00
	66	1	.00	-	-	1	.00
Travel Agent	67	-	-	1	.00	1	.00
	66	-	-	-	-	-	-

Table 27: Service Category, by Sex

Service Category	Yr	Males N	Males P	Females N	Females P	Combined N	Combined P
Barber, Beautician	67	5	.01	5	.01	10	.01
	66	5	.00	2	.00	7	.00
Bartender, Barmaid	67	-	-	1	.00	1	.00
	66	-	-	1	.00	1	.00
Chef, Cook	67	5	.01	1	.00	6	.00
	66	3	.00	1	.00	4	.00
Counter and/or Fountain Worker	67	-	-	1	.00	1	.00
	66	1	.00	-	-	1	.00
Fireman, Guard, Policeman Sheriff, etc.	67	-	-	-	-	-	-
	66	1	.00	-	-	1	.00
Service Worker, Apartment Supt., Maid, Janitor	67	5	.01	-	-	5	.00
	66	2	.00	1	.00	3	.00
Waitress	67	7	.01	3	.00	10	.01
	66	9	.01	9	.01	18	.01

Table 28: Technical Category, by Sex

		Sex					
		Males		Females		Combined	
Technical Category	Yr	N	P	N	P	N	P
Communications: Author, Reporter, Radio/TV	67	1	.00	2	.00	3	.00
	66	-	-	2	.00	2	.00
Designer, Decorator	67	1	.00	-	-	1	.00
	66	2	.00	1	.00	3	.00
Entertainer	67	-	-	-	-	-	-
	66	-	-	1	.00	1	.00
Optometrist, Optician, Osteopath, Chiropractor	67	-	-	1	.00	1	.00
	66	-	-	-	-	-	-
Technical Worker (Not elsewhere classified)	67	-	-	-	-	-	-
	66	1	.00	-	-	1	.00
Technician: Medical X-Ray, Electrical, etc.	67	3	.00	3	.00	6	.00
	66	1	.00	-	-	1	.00
Therapist, Dietician Nutritionist	67	-	-	1	.00	1	.00
	66	1	.00	1	.00	2	.00

Table 29: Occupations Not Listed, by Sex

		Sex					
		Males		Females		Combined	
Mother's Occupation	Yr	N	P	N	P	N	P
Not Listed	67	9	.01	6	.01	15	.01
	66	3	.00	5	.01	8	.00

Almost half the mothers in the Clerical category were Secretaries or Stenographers.

Most of the mothers in the Craftsman, Foreman category were in the Printer, Lithographer, Pressman, Typesetter subcategory.

Most of the mothers in the Manager, Official, Proprietor category were Managers or Company Officials; or Inspectors, Production Managers, or Supervisors.

Ninety-six percent of the mothers in the Operatives category were Housewives, the same percentage as in 1966. A slightly higher percentage of mothers of males were Housewives than were mothers of females in both Classes.

In the Professional category, half the mothers were Elementary or Secondary School Teachers. In 1966, one-third were in this subcategory. In 1967, thirty-eight percent in this category were Nurses; 33% were Nurses in 1966.

Two-thirds of the mothers in the Sales category were Wholesale or Retail Sales Clerks.

About one-third of the mothers in the Service category were Barbers or Beauticians; about one-third were Waitresses.

Half the mothers with Technical occupations were Medical, X-Ray, or Electrical Technicians.

One percent of the mothers' occupations were not included in the 98 occupations listed in the questionnaire.

6. Siblings

Table 30: Number of Living Brothers and Sisters, by Sex

Number[a] of Living Brothers and Sisters	Yr	Sex					
		Males		Females		Combined	
		N	P	N	P	N	P
None	67	64	.07	52	.07	116	.07
	66	84	.08	79	.10	163	.09
	65	32	.04	39	.06	71	.05
	64	109	.09	97	.11	206	.10
One	67	332	.36	274	.37	606	.36
	66	378	.37	284	.36	662	.36
	65	213	.26	194	.31	407	.28
	64	421	.36	363	.41	784	.38
Two	67	282	.30	199	.27	481	.29
	66	278	.27	218	.28	496	.27
	65	260	.32	173	.27	433	.30
	64	353	.30	240	.27	593	.29
Three	67	131	.14	119	.16	250	.15
	66	134	.13	98	.12	232	.13
	65	159	.20	115	.18	274	.19
	64	150	.13	97	.11	247	.12
Four	67	62	.07	48	.06	110	.07
	66	87	.08	49	.06	136	.07
	65	66	.08	48	.08	114	.08
	64	78	.07	41	.05	119	.06
Five	67	34	.04	28	.04	62	.04
	66	34	.03	28	.04	62	.03
	65	38	..05	28	.04	66	.05
	64	37	.03	21	.02	58	.03
Six	67	12	.01	16	.02	28	.02
	66	22	.02	13	.02	35	.02
	65	18	.02	16	.02	34	.02
	64	18	.02	12	.01	30	.01
Over Six	67	15	.02	7	.01	22	.01
	66	14	.01	18	.02	32	.02
	65	26	.03	19	.03	45	.03
	64	10	.01	13	.01	23	.01

[a] Does not include the student.

Over one-third (36%) of the 1967 Freshmen came from families with two children. In the next highest category, 29% were from families with three children.

In 1967, 72% of the Freshmen were from families with three or fewer children. The corresponding percentages for 1964, 1965, and 1966 are 77%, 63% and 72% respectively.

7. Family Income

Table 31: Gross Family Income, by Sex

Gross Family Income	Yr	Sex					
		Males		Females		Combined	
		N	P	N	P	N	P
Below $5,000	67	63	.07	51	.07	114	.07
	66	87	.08	71	.09	158	.09
	65	117	.11	78	.11	195	.11
	64	130	.11	112	.13	242	.12
$5,000 - $10,000	67	405	.44	314	.43	719	.43
	66	537	.52	357	.47	894	.50
	65	646	.62	422	.58	1068	.61
	64	738	.64	489	.57	1227	.61
$10,000 - $15,000	67	301	.32	261	.35	562	.34
	66	295	.29	217	.29	512	.29
	65	204	.20	163	.23	367	.21
	64	211	.18	181	.21	392	.19
Over $15,000	67	161	.17	111	.15	272	.16
	66	108	.11	114	.15	222	.12
	65	68	.07	61	.08	129	.07
	64	77	.07	77	.09	154	.08

The family income of 43% of the 1967 Class was between $5,000 and $10,000. Fifty percent of the family incomes were over $10,000. Percentages of family income of over $10,000 for 1964, 1965, and 1966 were 27%, 28% and 41% respectively.

C. HIGH SCHOOL INFORMATION

1. High School Average

Table 32: High School Average, by Sex

Approximate High School Average	Yr	Sex					
		Males		Females		Combined	
		N	P	N	P	N	P
95+	67	7	.01	30	.04	37	.02
	66	23	.02	36	.05	59	.03
	65	15	.01	36	.04	51	.03
	64	17	.01	21	.02	38	.02
90-94	67	240	.26	389	.52	629	.38
	66	213	.21	335	.43	548	.30
	65	271	.24	376	.44	647	.33
	64	213	.18	305	.34	518	.25
85-89	67	487	.52	283	.38	770	.46
	66	478	.46	332	.42	810	.45
	65	556	.49	381	.44	937	.47
	64	561	.48	451	.51	1012	.49
80-84	67	175	.19	37	.05	212	.13
	66	276	.27	76	.10	352	.19
	65	257	.23	64	.07	321	.16
	64	354	.30	106	.12	460	.22
70-79	67	21	.02	4	.01	25	.02
	66	41	.04	8	.01	49	.03
	65	26	.02	6	.01	32	.02
	64	30	.03	3	.00	33	.02
Under 70	67	2	.00	-	-	2	.00
	66	-	-	-	-	-	-
	65	-	-	-	-	-	-
	64	2	.00	1	.00	3	.00

Forty-six percent of the 1967 Freshmen had high school averages between 85 and 89. Forty percent had averages of 90 or higher. In this category were 27% of the males and 56% of the females.

Females have had consistently higher high school averages than males over the four-year study.

Of the 1967 Class, only two students reported having averages below 70.

2. High School Activities

Table 33: Freshman Participation in High School Activities, by Sex

		Sex					
		Males		Females		Combined	
Activity[a]	Yr	N	P	N	P	N	P
Varsity Athletics	67	439	.49	63	.09	502	.31
	66	530	.53	59	.08	589	.33
	65	562	.50	58	.07	620	.31
	64	611	.52	66	.07	677	.33
Intramural Athletics	67	510	.57	322	.44	832	.51
	66	645	.65	354	.45	999	.56
	65	661	.59	384	.44	1045	.52
	64	646	.55	331	.37	977	.47
Clubs	67	646	.72	658	.90	1304	.80
	66	738	.74	726	.93	1464	.83
	65	804	.71	767	.88	1571	.79
	64	859	.73	798	.90	1657	.80
Government	67	264	.29	284	.39	548	.34
	66	310	.31	294	.38	604	.34
	65	305	.27	330	.38	635	.32
	64	378	.32	299	.34	677	.33
Music	67	222	.25	297	.41	519	.32
	66	231	.23	310	.40	541	.31
	65	255	.23	351	.40	606	.30
	64	234	.20	310	.35	544	.26
Publications	67	243	.27	362	.50	605	.37
	66	250	.25	404	.52	654	.37
	65	308	.27	484	.56	792	.40
	64	270	.23	466	.52	736	.36
Drama	67	134	.15	219	.30	353	.22
	66	160	.16	264	.34	424	.24
	65	171	.15	269	.31	440	.22
	64	181	.15	263	.30	444	.21
Debate	67	64	.07	57	.08	121	.07
	66	88	.09	72	.09	160	.09
	65	94	.08	82	.09	176	.09
	64	80	.07	74	.08	154	.07
Other	67	251	.28	272	.37	523	.32
	66	255	.26	324	.42	579	.33
	65						
	64	117	.10	223	.25	340	.16

[a] Proportions are not additive, as the categories were not mutually exclusive. Students may have participated in more than one high school activity.

As in the past three years, about four-fifths of the Freshmen participated in clubs in high school. The next most popular activity, in which 51% of the Class participated, was intramural athletics.

Participation in varsity and intramural athletics, clubs, drama, debate, and other activities decreased somewhat over the 1966 Class, while participation in music activities increased slightly.

Over four years, males have been consistently more active in athletics, both varsity and intramural, than females, although female participation in varsity athletics increased slightly in 1967. Females have been consistently more active in all other activities.

3. High School Honors

a. National Honor Society

Table 34: Honor Society Members, by Sex

		Sex					
		Males		Females		Combined	
Honors	Yr	N	P	N	P	N	P
	67	382	.41	494	.66	876	.52
National	66	343	.34	451	.58	794	.44
Honor Society	65	431	.39	475	.55	906	.46
	64	413	.36	444	.51	857	.42

Over four years, the percentage of Freshmen who were members of the National Honor Society increased from 42% in 1964 to 52% in 1967.

Consistently higher percentages of females than males have been members of the National Honor Society in the four classes. This year 66% of the females and 41% of the males were members.

b. Offices

Table 35: Offices Held in High School, by Sex

		Sex					
		Males		Females		Combined	
Office	Yr	N	P	N	P	N	P
Class Officer	67	147	.27	118	.23	265	.25
	66	156	.25	115	.20	271	.23
	65	151	.13	142	.16	293	.15
	64	167	.14	144	.16	311	.15
Student Government Officer[a]	67	117	.21	89	.17	206	.19
	66	140	.22	115	.20	255	.21
	65						
	64						
Club Officer	67	303	.55	349	.67	652	.61
	66	335	.53	365	.65	700	.59
	65	356	.32	386	.44	742	.37
	64	309	.26	325	.37	634	.31
Editor of Publication	67	106	.19	148	.28	254	.24
	66	88	.14	162	.29	250	.21
	65	104	.09	130	.15	234	.12
	64	81	.07	125	.14	206	.10
Other	67	199	.36	166	.32	365	.34
	66	260	.41	213	.38	473	.40
	65	191	.17	204	.24	395	.20
	64	225	.19	195	.22	420	.20

[a] The "Student Government Officer" category was not included in the 1965 and 1964 questionnaire.

There was an increase in the percentages of 1967 Freshmen who were class officers, club officers, or editors of publications as compared with the 1966 Freshmen. The percentages of student government officers and other officers decreased in the same period. There was a proportional increase in all categories between 1965 and 1966.

Proportionally more females than males were club officers or editors for all four years. In 1966 and 1967, proportionally more males than females were class officers, student government officers, and officers in other activities.

D. EMPLOYMENT PLANS AFTER GRADUATION

1. Planned Vocational Fields

Table 36: Planned[a] Vocational Fields[b], by Sex

		Sex					
Vocational Field	Yr[c]	Males		Females		Combined	
		N	P	N	P	N	P
Accounting	67	25	.03	2	.00	27	.02
	66	27	.03	8	.01	35	.02
	65					22	.02
Administration Business	67	33	.04	3	.00	36	.02
	66	29	.03	3	.00	32	.02
	65					41	.04
Administration Education	67	2	.00	1	.00	3	.00
	66	1	.00	1	.00	2	.00
	65					1	.00
Administration Government	67	1	.00	5	.01	6	.00
	66	-	-	4	.01	4	.00
	65					1	.00
Advertising	67	5	.01	7	.01	12	.01
	66	6	.01	9	.01	15	.01
	65					3	.00
Archeology[d]	67	-	-	3	.00	3	.00
	66	3	.00	3	.00	6	.00
	65						
Architecture	67	3	.00	-	-	3	.00
	66	4	.00	-	-	4	.00
	65					-	-
Athletics, Professional	67	-	-	-	-	-	-
	66	3	.00	1	.00	4	.00
	65					1	.00
Banking	67	-	-	5	.01	5	.00
	66	-	-	-	-	-	-
	65					-	-
Commercial Airline Service	67	3	.00	-	-	3	.00
	66	-	-	5	.01	5	.00
	65					2	.00

(Table continued on next page.)

[a] It cannot be assumed that these selections accurately predict the occupations the students will ultimately enter.

[b] Data in Table 36 on the 1965 Freshman Class was obtained from the Vocational Fields Inventory, administered to Freshmen in October, 1965, during a Freshman Conference Hour (N = 1149). The format in 1965 did not provide for a breakdown of information on the basis of sex. In 1966 and 1967, the data was obtained from the Student Personnel Questionnaire.

[c] No comparison was made of the data from 1966 and 1967 with the 1965 data, due to a change in inventory format.

[d] "Archeology," "Language Interpreter," and "Speech Therapy" were not included in the 1965 inventory.

Table 36: (Continued)

Vocational Field	Yr	Sex					
		Males		Females		Combined	
		N	P	N	P	N	P
Commercial Aviation	67	3	.00	-	-	3	.00
	66	4	.00	-	-	4	.00
	65					1	.00
Communication Radio, TV, etc.	67	5	.01	1	.00	6	.00
	66	8	.01	-	-	8	.00
	65					1	.00
Dentistry	67	39	.04	1	.00	40	.02
	66	45	.04	-	-	45	.02
	65					25	.02
Diplomacy, Foreign Service	67	6	.01	15	.02	21	.01
	66	10	.01	14	.02	24	.01
	65					17	.01
Dramatic Arts	67	1	.00	5	.01	6	.00
	66	4	.00	4	.01	8	.00
	65					6	.01
Engineering	67	230	.25	2	.00	232	.14
	66	249	.24	6	.01	255	.14
	65					199	.17
Fine Arts	67	8	.01	8	.01	16	.01
	66	12	.01	19	.02	31	.02
	65					18	.02
Guidance	67	-	-	5	.01	5	.00
	66	-	-	4	.01	4	.00
	65					4	.00
Insurance	67	-	-	-	-	-	-
	66	1	.00	-	-	1	.00
	65					-	-
Language[d] Interpreter	67	3	.00	15	.02	18	.01
	66	1	.00	17	.02	18	.01
	65					-	-
Law	67	65	.07	5	.01	70	.04
	66	66	.06	9	.01	75	.04
	65					45	.04
Library Science	67	-	-	6	.01	6	.00
	66	-	-	-	-	-	-
	65					2	.00
Literary Arts	67	7	.01	9	.01	16	.01
	66	5	.00	6	.01	11	.01
	65					5	.00
Mathematics	67	27	.03	32	.04	59	.04
	66	36	.03	27	.03	63	.03
	65					64	.06
Medical Technology	67	2	.00	34	.05	36	.02
	66	4	.00	52	.07	56	.03
	65					39	.03

(Table continued on next page.)

Table 36: (Continued)

Vocational Field	Yr	Sex					
		Males		Females		Combined	
		N	P	N	P	N	P
Medicine	67	131	.14	30	.04	161	.10
	66	123	.12	40	.05	163	.09
	65					90	.08
Military Service Career	67	5	.01	1	.00	6	.00
	66	15	.01	-	-	15	.01
	65					7	.01
Nursing	67	2	.00	77	.10	79	.05
	66	1	.00	66	.08	67	.04
	65					62	.05
Occupational Therapy	67	-	-	8	.01	8	.00
	66	-	-	14	.02	14	.01
	65					11	.01
Personnel	67	-	-	2	.00	2	.00
	66	1	.00	1	.00	2	.00
	65					2	.00
Pharmacy	67	18	.02	22	.03	40	.02
	66	41	.04	22	.03	63	.03
	65					48	.04
Physical Therapy	67	1	.00	37	.05	38	.02
	66	7	.01	24	.03	31	.02
	65					13	.01
Physical Sciences	67	61	.07	19	.03	80	.05
	66	75	.07	23	.03	98	.05
	65					56	.05
Politics	67	8	.01	-	-	8	.00
	66	8	.01	1	.00	9	.01
	65					10	.01
Retailing	67	1	.00	1	.00	2	.00
	66	1	.00	-	-	1	.00
	65					1	.00
Secretarial Services	67	-	-	1	.00	1	.00
	66	-	-	19	.02	19	.01
	65					18	.02
Social Sciences	67	29	.03	43	.06	72	.04
	66	12	.01	39	.05	51	.03
	65					41	.04
Social Work	67	2	.00	30	.04	32	.02
	66	3	.00	19	.02	22	.01
	65					12	.01
Speech Therapy[d]	67	-	-	10	.01	10	.01
	66	-	-	9	.01	9	.01
	65					-	-
Teaching: Secondary, Elementary	67	26	.03	131	.18	157	.09
	66	39	.04	162	.21	201	.11
	65					127	.11

(Table continued on next page.)

Table 36: (Continued)

Vocational Field	Yr	Sex					
		Males		Females		Combined	
		N	P	N	P	N	P
Teaching: College, University	67	17	.02	16	.02	33	.02
	66	15	.01	11	.01	26	.01
	65					11	.01
Veterinary Medicine	67	4	.00	2	.00	6	.00
	66	5	.00	-	-	5	.00
	65					5	.00
Other	67	3	.00	7	.01	10	.01
	66	19	.02	16	.02	35	.02
	65					20	.02
Undecided	67	154	.17	140	.19	294	.18
	66	142	.14	129	.16	271	.15
	65					118	.10

Proportionally more Freshmen were undecided about their vocational field in 1967 (18%) than in 1965 (10%) or 1966 (15%). One percent planned to enter vocational fields that were not listed on the questionnaire.

The percentages of 1967 Freshmen choosing occupations were quite consistent with the 1966 Class for each category. The largest change (excluding the "Undecided" category) was in Secondary or Elementary Teaching. That percentage dropped from 11% in 1966 to 9% in 1967. In all other categories, there was either no percentage change or a change of only 1%.

Vocational fields which four percent or more of the males chose were: Business Administration, Dentistry, Engineering (25%), Law, Medicine (14%), and Physical Sciences. Vocational fields which four percent or more of the females chose were: Mathematics, Medical Technology, Medicine, Nursing (10%), Physical Therapy, Social Sciences, Social Work, and Elementary or Secondary Teaching (18%).

2. Preferred Location

Table 37: Preferred Work Location, by Sex

Preferred Location[a]	Yr	Sex					
		Males		Females		Combined	
		N	P	N	P	N	P
Buffalo	67	143	.15	138	.19	281	.17
	66	150	.15	129	.16	279	.15
	65	264	.24	167	.20	431	.22
	64	292	.28	187	.23	479	.26
New York State	67	173	.19	65	.09	238	.14
	66	176	.17	101	.13	277	.15
	65	180	.17	154	.18	334	.17
	64	145	.14	130	.16	275	.15
New York City	67	199	.21	229	.31	428	.26
	66	128	.12	200	.25	328	.18
	65	78	.07	133	.16	211	.11
	64	112	.11	167	.21	279	.15
Eastern United States	67	86	.09	59	.08	145	.09
	66	104	.10	78	.10	182	.10
	65	81	.07	78	.09	159	.08
	64	106	.10	62	.08	168	.09
West Coast United States	67	58	.06	25	.03	83	.05
	66	103	.10	32	.04	135	.07
	65	66	.06	21	.03	87	.05
	64	79	.08	25	.03	104	.06
Other, United States	67	45	.05	26	.03	71	.04
	66	65	.06	29	.04	94	.05
	65	46	.04	14	.02	60	.03
	64	23	.02	7	.01	30	.02
Overseas	67	28	.03	46	.06	74	.04
	66	37	.04	61	.08	98	.05
	65	20	.02	45	.05	65	.03
	64	17	.02	35	.04	52	.03
No Preference	67	196	.21	156	.21	352	.21
	66	266	.26	156	.20	422	.23
	65	355	.33	221	.27	576	.30
	64	274	.26	191	.24	465	.25

[a] Students selected only one of the above eight areas.

Twenty-six percent of the current Freshmen preferred to work in New York City, an increase of 8% from 1966. The next highest category was "No Preference," which 21% of the Class chose.

New York State was proportionally more popular with males (19%) than females (9%), while New York City was proportionally more popular with females (31%) than males (21%). Over the four-year period, Buffalo has become proportionally less popular (26% in 1964 vs 17% in 1967); New York

City has become proportionally more popular (15% in 1964 vs 26% in 1967). As in past years, a larger percentage of males than females chose the West Coast and "Other, United States"; a larger percentage of females than males chose Overseas.

ED049473

A Biography of a Class Study

FRESHMAN CLASS STATUS REPORT: 1967 - 1968

PART III Choice of Major

A Comparison:
1964 - 1965
1965 - 1966
1966 - 1967
1967 - 1968

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ABSTRACT

Freshman Class Status Report: 1967-1968
Part III: Choice of Major

A Comparison:
1964-1965
1965-1966
1966-1967
1967-1968

This report, part of the Biography of a Class Research Project, describes the 1967 Freshman Class with regard to their initial selection of fields and curricula within fields. Data are presented as a function of sex, county of residence, and local high school. Comparisons are made with the three preceding Classes where appropriate.

Data are based on the 2,175 Freshmen in 1967, 2,281 in 1966, 2,443 in 1965, and 2,565 in 1964 who registered as full-time SUNYAB day students in the Fall of their respective entering years.

MAJOR FINDINGS

1) The proportion of Freshmen enrolling in the field of Arts and Sciences has increased noticeably: 63% in 1967 vs. 55% in the two previous years. Nearly half of the 1967 enrollees did not specify a curriculum. This is a noticeably larger proportion than previously.

2) Within the academic fields, the most noticeable sex trend in four years was observed in the field of Pharmacy. Of the 1967 Pharmacy enrollees, 48% were male, compared with 83% in 1964.

3) The smallest number and percentage of Freshmen who did not specify a field were in the 1967 Class.

4) Vocational fields, e.g., Business Administration, Education, were proportionately more attractive to Local Area (i.e., Erie and Niagara County) students in 1967 than to students from the New York Metropolitan Area.

5) In all of the local schools, with the exception of Kenmore West, a greater proportion of students enrolled in Arts and Sciences in 1967 than in 1964. Hutchinson Central, in 1967 as in previous years, was the only school from which the majority of graduates entered Engineering.

6) For the most part, the number and proportion of Freshmen of both sexes in each Arts and Sciences curriculum has remained relatively stable over the three Classes, with Sciences and Social Sciences being the most frequently chosen curricula.

7) As in the two previous Classes, 1967 Freshmen of both sexes from Erie County comprised a major proportion of the enrollment in each specified curriculum in Arts and Sciences.

8) Comparison of the four Freshman Engineering Classes revealed that proportionally fewer men each year specified particular Engineering curricula. In 1967, 62% of the men did not indicate an area of specialization.

FRESHMAN CLASS STATUS REPORT: 1967-1968

PART III Choice of Major

A Comparison:
1964-1965
1965-1966
1966-1967
1967-1968

by

Elizabeth C. Thompson

Jane Faulman

Study 19
October 1968

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FOREWORD

In the Fall of 1964, the Division of Instructional Services established a longitudinal and developmental research project entitled Biography of a Class. The purpose of the project is to describe, in detail, characteristics of the students attending the State University of New York at Buffalo. The studies are undertaken to provide information about students to faculty and administration, and to contribute to the existing research in higher education.

Research was begun with the 1964 Freshman Class. These Freshmen, and the Freshmen of succeeding years, will be studied throughout their University careers and beyond. Studies will incorporate census data, biographical characteristics, follow-up data, sample surveys and interview data.

To date, three series of four census reports, collectively entitled Freshman Class Status Report, have been published for the 1964, 1965, and 1966 Freshman Classes as well as the first follow-up study on the 1964 Class and the first interview study on the 1966 Class. The following study is one of a series of four census reports based on the 1967 Freshman Class.

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INTRODUCTION

This report, based on all full-time SUNYAB day students who registered as Freshmen in the Fall of 1967, indicates the numbers and proportions of Freshmen who registered in each field and curriculum.

Although all Freshmen are registered in University College during their four years, they indicate a major at registration. Majors were obtained from computer output prepared by the Campus Data Processing Center from statistical data cards completed by students at registration. Supplementary computer services were provided by the Instructional Services Programming Staff utilizing the facilities of the SUNYAB Computing Center.[1]

Although the University is now reorganized into seven faculties, this report is based on the previous organization. It was decided that retention of the earlier format would enable the reader to make comparisons among the four Classes. Thus, "Field" refers to academic divisions, such as the School of Engineering or the College of Arts and Sciences. "Curriculum" refers to an area of study within a field, such as Mechanical Engineering or History. It should be noted that the Associate Degree program has been phased out. Therefore, no 1967 Freshmen were registered in this field. Appendix 1 itemizes each undergraduate "Field" and "Curriculum".

The study is composed primarily of tables indicating the number and proportion of Freshmen who registered in each field or curriculum. Students are classified by sex, county of residence, and local high school.

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[1] The Computing Center at the State Uninversity of New York at Buffalo is partially supported by NSF Grant GP-7318 and the Control Data Corporation.

Separate tables for men and women are presented where meaningful. The reader is advised to exercise caution in interpreting tables in which proportions are based on relatively small numbers of students.

Some of the tables continue for several pages. To facilitate understanding of the organization of the table the reader is urged to refer to the footnote given with each table.

In the text comparisons among the 1964, 1965, 1966 and 1967 Classes are made where data is available in the same form and where noticeable proportional deviations are observed. The appropriate table reference is made at the beginning of each discussion.

Most of the comparisons among the listed counties are between the Local Area and the New York Metropolitan Area, since students from these two areas comprise 81% of the entire 1967 Freshman Class, 49% being local (Erie or Niagara County) residents and 32% New York Metropolitan Area (Kings, Nassau, Queens, Westchester and New York County) residents. It could be expected that the proportion of Freshmen from these two areas in each field or curriculum would be approximately 49% and 32%, respectively. Deviations from these expected proportions are discussed.

Appendix 2 indicates the total number of Freshmen who registered in each curriculum. It should be noted that these are not necessarily permanent choices; many students change their major one or more times during the course of their academic careers.

Choice of Major

I Fields

A. Freshmen in each field (Table 1)

Almost two-thirds of the 1967 Freshman Class enrolled in the field of Arts and Sciences, compared with a low of 55% in 1966 and 1965. This is not only the greatest but also the only noticeable proportional change in the various fields over four years.

B. Academic fields (Table 2)

With the exception of the field of Arts and Sciences, which has shown a slight but increasing male bias, an obvious sex bias in choice of major field has been evident in all four Classes.

The most noticeable sex trend in four years was observed in Pharmacy. Of the 1967 Pharmacy enrollees,48% were male, compared with 83% in 1964.

Following a pattern similar to previous classes, 98% of the 1967 Freshmen in Engineering, and 92% of those in Business Administration, were men. The fields of Secondary and Elementary Education, Medical Technology, Nursing, and Occupational and Physical Therapy continued to be comprised mainly of women. Social Welfare, first introduced in 1966, was also composed mainly of women. For the first time, men have chosen Nursing and comprised 2% of the 1967 Freshman Nursing enrollees. No 1967 male Freshmen enrolled in Secondary Education.

Sixty-two percent of the 1967 male Freshmen (an increase from 51% in 1964) were enrolled in the field of Arts and Sciences, 24% selected

Engineering, and 8% Business Administration. These three fields have been chosen by an overwhelming majority of Freshman men for the past four years; 94% of all 1967 Freshman men, compared with a low of 87% in 1966, enrolled in one of these.

Of the 1967 Freshman women, 64% enrolled in Arts and Sciences, 22% chose Nursing, Medical Technology, or Occupational or Physical Therapy as their major field, and 7% were in Elementary or Secondary Education. For four years, Arts and Sciences and Nursing have been the fields most popular with female Freshmen; at least two-thirds of the women each year chose one of these.

The smallest number and percentage of Freshmen of both sexes who did not specify a field were in the 1967 Class. In each Class, the majority of those who did not specify a field were men.

C. Selected NYS counties and academic fields, sexes combined[1] (Table 3)

Compared with the 1966 Class, a larger proportion of 1967 students from nearly all of the selected counties entered the field of Arts and Sciences. The most noticeable change from 1964 was a decrease (71% in 1964 to 57% in 1967) in the proportion of Monroe County students enrolled in Arts and Sciences.

[1] The text relating academic fields or curricula with counties should be read with the following proportions in mind: 49% of the 1967 Freshmen resided in the Local Area and 32% resided in the New York Metropolitan Area. It could be expected that the 1967 Class would choose the various fields and curricula in similar proportions. Previous studies reported the proportions of students who chose the various areas in past years. Hence, deviations from expectations are discussed in two ways: in terms of expectations based on permanent residence or expectations based on previous proportions.

The vocational orientation of local[k] students is evident. In the four Classes the fields of Business Administration, Education, Engineering, Medical Technology, Nursing and Pharmacy have been especially appealing to Erie County residents. Within each of these fields, more than [the expected] 50% of the Freshmen from these selected counties were from Erie County, and the new field of Social Welfare was almost totally comprised of students who were from the Local Area.

D. Selected counties and academic fields, males (Table 4)

Compared with 1964, there has been a noticeable increase in the proportion of male Freshmen from Erie, Nassau, Niagara, Queens, and Westchester Counties who enrolled in the field of Arts and Sciences. A smaller proportion of Kings and Onondaga County men chose Arts and Sciences in 1967 than did so in 1966; however, the 1967 proportions were similar to those of 1964.

Vocational fields were more attractive to local males than to those from other areas. Sixty-four percent of the 1967 male Freshmen in Business Administration, 85% in Education, 73% in Engineering, and 54% in Pharmacy were from Buffalo or Erie or Niagara Counties. Although the local 1967 Freshmen continued to comprise a majority in these fields, the proportions decreased from 1966 in all but the field of Education.

E. Selected counties and academic fields, females (Table 5)

In 1967, at least half the Freshman women from each county listed chose Arts and Sciences. With only four exceptions this has been the case for the four years. The next most popular fields with the Freshman women from these counties were Education and Nursing, a pattern which, again, has been virtually constant.

Slightly more than half the 1967 females in Arts and Sciences were from the Local Area; 43% were from the New York Metropolitan Area. ℓ As with the men, vocational fields were proportionally more attractive to local than to New York Metropolitan Area women. About three-fourths of the women in Business Administration and in Medical Technology were local residents.

F. Academic fields and selected local high schools, sexes combined (Table 6)

Following the previous pattern, the largest proportion of 1967 local Freshmen enrolled in Arts and Sciences had been graduated from Bennett High School. In the field of Engineering, although there was a slight decrease in 1967 from the previous Classes, the largest proportion of enrollees were graduates of Hutchinson Central High School.

In all of the local schools, with the exception of Kenmore West, there was a greater proportion of students entering the field of Arts and Sciences in 1967 than there had been in 1964 and, similar to the past three years, Hutchinson Central was the only school from which the majority of graduates entered Engineering.

II Curricula

A. Proportion of freshmen in each arts and sciences curriculum (Table 7)

For the most part, the number and proportion of Freshmen of both sexes in each Arts and Sciences curriculum has remained relatively stable over the three Classes, with Sciences and Social Sciences being the most frequently chosen curricula. In all the Classes, a slight female bias was evident in the Humanities and a male bias was found in the Sciences and Social Sciences. The proportion of the entire Class who were in Arts and

Sciences but who did not specify a curriculum rose from 18% in 1965 to 28% in 1967.

B. Arts and Sciences curricula (Table 8)

As in 1966 and 1965, the proportion of 1967 Freshmen in Art and Sciences who specialized in the Engineering (5-year), Sciences or Social Sciences curriculum was greater for males than females. Approximately twice as many women as men in each class planned to major in Arts or Humanities. Ninety percent of 1967 Freshmen who chose the Speech curriculum were women. Curricula that have not shown a consistent sex bias for all Classes were Mathematics and Music. Of the Arts and Sciences Freshmen who did not specify a curriculum, the ratio of men to women has been about six to four.

Nearly half of both males and females who enrolled in Arts and Sciences in 1967 did not specify a curriculum. These proportions are noticeably larger than those of the two previous Classes. Sciences were the most popular curriculum with the men in Arts and Sciences in all three Classes; Social Sciences ranked second. Among women, the positions of Humanities and Social Sciences were reversed from that of previous years, i.e., Humanities attracted more women than did the Social Sciences in 1967.

C. Selected counties and Arts and Sciences curricula, sexes combined (Table 9)

As with the entire Class, the most popular Arts and Sciences curricula with Freshmen from the selected counties were Humanities, Sciences, and Social Sciences. (See footnote, page 2)

D. Selected counties and Arts and Sciences curricula, males (Table 10)

In 1967 the proportion of men from each listed county (except Onondaga) who were undecided about their curriculum exceeded the proportions in each specified curriculum.

The 1967 male Freshmen from Erie County comprised at least half of the total male enrollment in each specified curriculum, as in the two previous classes. Exceptions were Sciences in 1966 and 1967 and Engineering in 1965. In 1967 men who resided in the New York Metropolitan Area comprised at least one third of the enrollees in the Social Sciences, the Sciences, and Engineering (5-year).

E. Selected counties and Arts and Sciences curricula, females (Table 11)

Similar to the men, the proportion of the 1967 women from these counties who were undecided about a curriculum equaled or exceeded the proportions in each of the specified curricula. Women from Niagara County were an exception.

In general, 1967 Freshman women who were residents of Erie County continued, as in the past, to compose a major proportion of the female enrollment in each of the various curricula. Outside Erie County, the largest proportion of women in each curriculum was from Nassau County.

F. Engineering curricula (Table 12)

As would be expected, the overwhelming majority of students in each Engineering curriculum continued to be men.

Comparison of the four Freshman Engineering Classes revealed that proportionally fewer men each year specified particular Engineering curricula. A compensatory increase was observed each year in the "Unspecified" category such that 62% of the men in 1967, compared with 12% in 1964, did not indicate their area of specialization. Among the 1967 Engineering Freshmen, the Interdisciplinary program was most preferred; Electrical Engineering was next in preference.

As in the two previous Classes, there were seven women in Engineering. Of the seven in 1967, four were unspecified as to their area of specialization;one each enrolled in Chemical, Civil, and Mechanical Engineering.

G. Selected counties and Engineering curricula (Table 11)

As in the three previous Classes, Erie County was the only selected county where some proportion of students appeared in each of the four Engineering curricula. The largest percentage of 1967 Freshmen in each curriculum resided in Erie County, as has been the pattern in the previous years.

Table 1: Proportion of Class in Each Field

FIELD	YEAR	Males		Females		Total	
		N	P	N	P	N	P
Arts and Sciences	67	794	.37	578	.27	1372	.63
	66	716	.31	534	.23	1250	.55
	65	759	.31	595	.24	1354	.55
	64	760	.30	711	.28	1471	.57
Business Administration	67	106	.05	9	.00	115	.05
	66	125	.05	14	.01	139	.06
	65	170	.07	12	.00	182	.07
	64	172	.07	29	.01	201	.08
Education	67	20	.01	57	.03	77	.04
	66	27	.01	60	.03	87	.04
	65	22	.01	77	.03	99	.04
	64	32	.01	66	.03	98	.04
Education (Secondary)[a]	67	-	-	12	.01	12	.01
	66	7	.00	15	.01	22	.01
	65	8	.00	26	.01	34	.01
	64						
Engineering	67	306	.14	7	.00	313	.14
	66	355	.16	7	.00	362	.16
	65	346	.14	7	.00	353	.14
	64	388	.15	5	.00	393	.15
Medical Technology	67	3	.00	41	.02	44	.02
	66	9	.00	59	.03	68	.03
	65	9	.00	63	.03	72	.03
	64	2	.00	39	.02	41	.02
Nursing	67	2	.00	95	.04	97	.04
	66	-	-	80	.04	80	.04
	65	-	-	84	.03	84	.03
	64	-	-	82	.03	82	.03
Occupational and Physical Therapy	67	1	.00	52	.02	53	.02
	66	12	.01	46	.02	58	.03
	65	8	.00	46	.02	54	.02
	64	6	.00	57	.02	63	.02
Pharmacy	67	20	.01	22	.01	42	.02
	66	54	.02	24	.01	78	.03
	65	62	.03	28	.01	90	.04
	64	66	.03	14	.01	80	.03
Social Welfare[b]	67	3	.00	21	.01	24	.01
	66	1	.00	3	.00	4	.00
Associate Degree[c]	66	5	.00	27	.01	32	.01
	65	8	.00	36	.01	44	.02
	64	1	.00	52	.02	53	.02
Unspecified	67	22	.01	4	.00	26	.01
	66	62	.03	43	.02	105	.05
	65	52	.02	25	.01	77	.03
	64	55	.02	28	.01	83	.03
Total Freshman Class	67	1277	.59	898	.41	2175	1.00
	66	1373	.60	912	.40	2285	1.00
	65	1444	.59	999	.41	2443	1.00
	64	1482	.58	1083	.42	2565	1.00

Table 2: Academic Fields

FIELD	YEAR	Males			Females			Total	
		N	Pr*	Pc†	N	Pr*	Pc†	N	Pr*
Arts and Sciences	67	794	.58	(.62)	578	.42	(.64)	1372	1.00
	66	716	.57	(.52)	534	.43	(.59)	1250	1.00
	65	759	.56	(.53)	595	.44	(.60)	1354	1.00
	64	760	.52	(.51)	711	.48	(.66)	1471	1.00
Business Administration	67	106	.92	(.08)	9	.08	(.01)	115	1.00
	66	125	.90	(.09)	14	.10	(.02)	139	1.00
	65	170	.93	(.12)	12	.07	(.01)	182	1.00
	64	172	.86	(.12)	29	.14	(.03)	201	1.00
Education	67	20	.26	(.02)	57	.74	(.06)	77	1.00
	66	27	.31	(.02)	60	.69	(.07)	87	1.00
	65	22	.22	(.02)	77	.78	(.08)	99	1.00
	64	32	.33	(.02)	66	.67	(.06)	98	1.00
Education (Secondary)[a]	67	-	-	(-)	12	1.00	(.01)	12	1.00
	66	7	.32	(.01)	15	.68	(.02)	22	1.00
	65	8	.24	(.01)	26	.76	(.03)	34	1.00
	64								
Engineering	67	306	.98	(.24)	7	.02	(.01)	313	1.00
	66	355	.98	(.26)	7	.02	(.01)	362	1.00
	65	346	.98	(.24)	7	.02	(.01)	353	1.00
	64	388	.99	(.26)	5	.01	(.00)	393	1.00
Medical Technology	67	3	.07	(.00)	41	.93	(.05)	44	1.00
	66	9	.13	(.01)	59	.87	(.06)	68	1.00
	65	9	.13	(.01)	63	.88	(.06)	72	1.00
	64	2	.05	(.00)	39	.95	(.04)	41	1.00
Nursing	67	2	.02	(.00)	95	.98	(.11)	97	1.00
	66	-	-	(-)	80	1.00	(.09)	80	1.00
	65	-	-	(-)	84	1.00	(.08)	84	1.00
	64	-	-	(-)	82	1.00	(.08)	82	1.00
Occupational and Physical Therapy	67	1	.02	(.00)	52	.98	(.06)	53	1.00
	66	12	.21	(.01)	46	.79	(.05)	58	1.00
	65	8	.15	(.01)	46	.85	(.05)	54	1.00
	64	6	.10	(.00)	57	.90	(.05)	63	1.00
Pharmacy	67	20	.48	(.02)	22	.52	(.02)	42	1.00
	66	54	.69	(.04)	24	.31	(.03)	78	1.00
	65	62	.69	(.04)	28	.31	(.03)	90	1.00
	64	66	.83	(.04)	14	.18	(.01)	80	1.00
Social Welfare[b]	67	3	.13	(.00)	21	.88	(.02)	24	1.00
	66	1	.25	(.00)	3	.75	(.00)	4	1.00
Associate Degree[c]	66	5	.16	(.00)	27	.84	(.03)	32	1.00
	65	8	.18	(.01)	36	.82	(.04)	44	1.00
	64	1	.02	(.00)	52	.98	(.05)	53	1.00
Unspecified	67	22	.85	(.02)	4	.15	(.00)	26	1.00
	66	62	.59	(.05)	43	.41	(.05)	105	1.00
	65	52	.68	(.04)	25	.32	(.03)	77	1.00
	64	55	.66	(.04)	28	.34	(.03)	83	1.00
Total	67	1277		(1.00)	898		(1.00)	2175	
	66	1373		(1.00)	912		(1.00)	2285	
	65	1444		(1.00)	999		(1.00)	2443	
	64	1482		(1.00)	1083		(1.00)	2565	

*Pr = Proportion of row, e.g., in 1967, 58% of all Freshmen in Arts and Sciences were males.

†Pc = Proportion of column, e.g., 62% of all male Freshmen were in Arts and Sciences.

Table 3: Selected NYS Counties and Academic Fields, Sexes Combined

		FIELD								
		Arts and Sciences			Business Administration			Education		
COUNTY[g]	YEAR	N	Pr*	Pc†	N	Pr*	Pc†	N	Pr*	Pc†
Buffalo[h]	67	257	.60	(.22)	29	.07	(.29)	23	.05	(.35)
	66	247	.51	(.24)	26	.05	(.25)	25	.05	(.33)
	65	278	.50	(.26)	47	.09	(.32)	22	.04	(.27)
	64	300	.51	(.25)	50	.09	(.31)	25	.04	(.32)
Erie[h]	67	309	.60	(.27)	30	.06	(.30)	12	.02	(.18)
	66	368	.52	(.35)	51	.07	(.48)	24	.03	(.32)
	65	359	.55	(.33)	55	.08	(.38)	17	.03	(.21)
	64	338	.52	(.28)	46	.07	(.29)	21	.03	(.27)
Kings	67	67	.77	(.06)	2	.02	(.02)	4	.05	(.06)
	66	48	.77	(.05)	-	-	(-)	5	.08	(.07)
	65	60	.74	(.06)	4	.05	(.03)	6	.07	(.07)
	64	68	.81	(.06)	4	.05	(.03)	3	.04	(.04)
Monroe	67	44	.57	(.04)	7	.09	(.07)	3	.04	(.05)
	66	40	.48	(.05)	4	.05	(.04)	3	.04	(.04)
	65	52	.61	(.05)	4	.05	(.03)	4	.05	(.05)
	64	69	.71	(.06)	8	.08	(.05)	1	.01	(.01)
Nassau	67	210	.75	(.18)	16	.06	(.16)	13	.05	(.20)
	66	128	.69	(.12)	9	.05	(.08)	7	.04	(.09)
	65	122	.69	(.11)	13	.07	(.09)	12	.07	(.15)
	64	143	.74	(.12)	14	.07	(.09)	8	.04	(.10)
Niagara	67	45	.54	(.04)	6	.07	(.06)	4	.05	(.06)
	66	59	.49	(.06)	8	.07	(.08)	4	.03	(.05)
	65	66	.48	(.06)	8	.06	(.05)	8	.06	(.10)
	64	77	.52	(.06)	10	.07	(.06)	6	.04	(.08)
Onondaga	67	23	.48	(.02)	3	.06	(.03)	1	.02	(.02)
	66	26	.54	(.02)	2	.04	(.02)	-	-	(-)
	65	21	.46	(.02)	3	.07	(.02)	2	.04	(.02)
	64	48	.56	(.04)	9	.10	(.06)	2	.02	(.03)
Queens	67	125	.83	(.11)	2	.01	(.02)	3	.02	(.05)
	66	79	.74	(.08)	5	.05	(.05)	3	.03	(.04)
	65	73	.72	(.07)	5	.05	(.03)	4	.04	(.05)
	64	82	.74	(.07)	9	.08	(.06)	9	.08	(.12)
Westchester	67	42	.69	(.04)	3	.05	(.03)	2	.03	(.03)
	66	31	.72	(.03)	-	-	(-)	3	.07	(.04)
	65	31	.67	(.03)	5	.11	(.03)	4	.09	(.05)
	64	47	.73	(.04)	5	.08	(.03)	2	.03	(.03)
Bronx	64	27	.73	(.02)	2	.05	(.01)	-	-	(-)
Chautauqua	65	17	.50	(.02)	2	.06	(.01)	2	.06	(.02)
New York	66	22	.71	(.02)	1	.03	(.01)	1	.03	(.01)
Schenectady	64	20	.67	(.02)	3	.10	(.02)	1	.03	(.01)
Suffolk	67	29	.74	(.03)	1	.03	(.01)	-	-	(-)
Total	67	1151		1.00	99		1.00	65		1.00
	66	1048		1.00	106		1.00	75		1.00
	65	1079		1.00	146		1.00	81		1.00
	64	1219		1.00	160		1.00	78		1.00

*Pr = Proportion of row, e.g., in 1967, 60% of all Freshmen from Buffalo were in Arts and Sciences.

†Pc = Proportion of column, e.g., 22% of all Freshmen in Arts & Sciences (from these selected counties) were from Buffalo.

Table 3: Comparisons between Selected NYS Counties and Academic Fields, Sexes Combined (Continued)

		FIELD								
		Education (Secondary)[a]			Engineering			Medical Technology		
COUNTY[g]	YEAR	N	Pr*	Pc†	N	Pr*	Pc†	N	Pr*	Pc†
Buffalo[h]	67	4	.01	(.33)	57	.13	(.25)	14	.03	(.39)
	66	4	.01	(.18)	88	.18	(.30)	16	.03	(.28)
	65	9	.02	(.32)	94	.17	(.34)	22	.04	(.44)
	64				100	.17	(.30)	14	.02	(.47)
Erie[h]	67	2	.00	(.17)	93	.18	(.41)	12	.02	(.33)
	66	13	.02	(.59)	138	.20	(.47)	23	.03	(.40)
	65	8	.01	(.29)	118	.18	(.42)	17	.03	(.34)
	64				139	.21	(.42)	12	.02	(.40)
Kings	67	1	.01	(.08)	8	.09	(.04)	-	-	(-)
	66	1	.02	(.05)	3	.05	(.01)	2	.03	(.04)
	65	-	-	(-)	3	.04	(.01)	-	-	(-)
	64				5	.06	(.02)	-	-	(-)
Monroe	67	-	-	(-)	11	.14	(.05)	2	.03	(.06)
	66	-	-	(-)	15	.18	(.05)	2	.02	(.04)
	65	-	-	(-)	11	.13	(.04)	2	.02	(.04)
	64				9	.09	(.03)	1	.01	(.03)
Nassau	67	3	.01	(.25)	17	.06	(.07)	1	.00	(.03)
	66	-	-	(-)	14	.08	(.05)	3	.02	(.05)
	65	2	.01	(.07)	8	.05	(.03)	3	.02	(.06)
	64				11	.06	(.03)	1	.01	(.03)
Niagara	67	-	-	(-)	15	.18	(.07)	2	.02	(.06)
	66	2	.02	(.09)	25	.21	(.09)	5	.04	(.09)
	65	1	.01	(.04)	21	.15	(.08)	4	.03	(.08)
	64				38	.26	(.12)	-	-	(-)
Onondaga	67	1	.02	(.08)	10	.21	(.04)	2	.04	(.06)
	66	-	-	(-)	5	.10	(.02)	2	.04	(.04)
	65	3	.07	(.11)	9	.20	(.03)	1	.02	(.02)
	64				13	.15	(.04)	2	.02	(.07)
Queens	67	-	-	(-)	6	.04	(.03)	1	.01	(.03)
	66	2	.02	(.09)	3	.03	(.01)	2	.02	(.04)
	65	4	.04	(.14)	7	.07	(.03)	-	-	(-)
	64				3	.03	(.01)	-	-	(-)
Westchester	67	-	-	(-)	5	.08	(.02)	1	.02	(.03)
	66	-	-	(-)	2	.05	(.01)	2	.05	(.04)
	65	-	-	(-)	2	.04	(.01)	-	-	(-)
	64				4	.06	(.01)	-	-	(-)
Bronx	64				2	.05	(.01)	-	-	(-)
Chautauqua	65	1	.03	(.04)	6	.18	(.02)	1	.03	(.02)
New York	66	-	-	(-)	1	.03	(.00)	-	-	(-)
Schenectady	64				4	.13	(.01)	-	-	(-)
Suffolk	67	1	.03	(.08)	6	.15	(.03)	1	.03	(.03)
Total	67	12		1.00	228		1.00	36		1.00
	66	22		1.00	294		1.00	57		1.00
	65	28		1.00	279		1.00	50		1.00
	64				328		1.00	30		1.00

*Pr = Proportion of row, e.g., in 1967, 1% of all Freshmen from Buffalo were in Secondary Education.

†Pc = Proportion of column, e.g., 33% of all Freshmen in Secondary Education (from these selected counties) were from Buffalo.

Table 3: Comparisons between Selected NYS Counties and Academic Fields, Sexes Combined (Continued)

		FIELD								
		Nursing			Occupational and Physical Therapy			Pharmacy		
COUNTY[g]	YEAR	N	Pr*	Pc†	N	Pr*	Pc†	N	Pr*	Pc†
Buffalo[h]	67	16	.04	(.21)	8	.02	(.23)	11	.03	(.37)
	66	13	.03	(.21)	7	.01	(.20)	14	.03	(.23)
	65	19	.03	(.35)	9	.02	(.24)	24	.04	(.36)
	64	23	.04	(.38)	8	.01	(.19)	20	.03	(.34)
Erie[h]	67	26	.05	(.34)	7	.01	(.20)	7	.01	(.23)
	66	21	.03	(.34)	9	.01	(.26)	30	.04	(.50)
	65	12	.02	(.22)	10	.02	(.26)	18	.03	(.27)
	64	21	.03	(.35)	12	.02	(.29)	21	.03	(.36)
Kings	67	3	.03	(.04)	1	.01	(.03)	-	-	(-)
	66	-	-	(-)	-	-	(-)	-	-	(-)
	65	-	-	(-)	4	.05	(.11)	2	.02	(.03)
	64	1	.01	(.02)	2	.02	(.05)	-	-	(-)
Monroe	67	3	.04	(.04)	4	.05	(.11)	1	.01	(.03)
	66	8	.10	(.13)	5	.06	(.14)	3	.04	(.05)
	65	6	.07	(.11)	1	.01	(.03)	4	.05	(.06)
	64	2	.02	(.03)	2	.02	(.05)	-	-	(-)
Nassau	67	8	.03	(.11)	10	.04	(.29)	-	-	(.03)
	66	7	.04	(.11)	5	.03	(.14)	2	.01	(.05)
	65	7	.04	(.13)	4	.02	(.11)	1	.01	(.06)
	64	6	.03	(.10)	5	.03	(.12)	1	.01	(.07)
Niagara	67	5	.06	(.07)	3	.04	(.09)	1	.01	(.03)
	66	7	.06	(.11)	2	.02	(.06)	5	.04	(.08)
	65	6	.04	(.11)	5	.04	(.13)	10	.07	(.15)
	64	2	.01	(.03)	4	.03	(.10)	4	.03	(.07)
Onondaga	67	2	.04	(.03)	-	-	(-)	6	.13	(.20)
	66	3	.06	(.05)	5	.10	(.14)	4	.08	(.07)
	65	1	.02	(.02)	1	.02	(.03)	2	.04	(.03)
	64	4	.05	(.07)	4	.05	(.10)	4	.05	(.07)
Queens	67	7	.05	(.09)	2	.01	(.06)	1	.01	(.03)
	66	1	.01	(.02)	1	.01	(.03)	1	.01	(.02)
	65	1	.01	(.02)	3	.03	(.08)	1	.01	(.01)
	64	1	.01	(.02)	2	.02	(.05)	1	.01	(.02)
Westchester	67	5	.08	(.07)	-	-	(-)	3	.05	(.10)
	66	1	.02	(.02)	1	.02	(.03)	1	.02	(.02)
	65	2	.04	(.04)	1	.02	(.03)	1	.02	(.01)
	64	-	-	(-)	-	-	(-)	1	.02	(.02)
Bronx	64	-	-	(-)	3	.08	(.07)	-	-	(-)
Chautauqua	65	1	.03	(.02)	-	-	(-)	4	.12	(.06)
New York	66	-	-	(-)	-	-	(-)	-	-	(-)
Schenectady	64	-	-	(-)	-	-	(-)	2	.07	(.03)
Suffolk	67	1	.03	(.01)	-	-	(-)	-	-	(-)
Total	67	76		1.00	35		1.00	30		1.00
	66	61		1.00	35		1.00	60		1.00
	65	55		1.00	38		1.00	67		1.00
	64	60		1.00	42		1.00	58		1.00

*Pr = Proportion of row, e.g., in 1967, 4% of all Freshmen from Buffalo were in Nursing.

†Pc = Proportion of column, e.g., 21% of all Freshmen in Nursing (from these selected counties) were from Buffalo.

Table 3: Comparisons between Selected NYS Counties and Academic Fields, Sexes Combined (Continued)

		FIELD					
		Social Welfare[b]			Associate Degree[c]		
COUNTY[g]	YEAR	N	Pr*	Pct†	N	Pr*	Pct†
Buffalo[h]	67	7	.02	(.37)			
	66				12	.02	(.44)
	65				11	.02	(.31)
	64				24	.04	(.51)
Erie[h]	67	9	.02	(.47)			
	66				13	.02	(.48)
	65				21	.03	(.58)
	64				21	.03	(.45)
Kings	67	-	-	(-)			
	66				-	-	(-)
	65				-	-	(-)
	64				1	.01	(.02)
Monroe	67	1	.01	(.05)			
	66				-	-	(-)
	65				1	.01	(.03)
	64				1	.01	(.02)
Nassau	67	-	-	(-)			
	66				2	.01	(.07)
	65				-	-	(-)
	64				-	-	(-)
Niagara	67	1	.01	(.05)			
	66				-	-	(-)
	65				3	.02	(.08)
	64				-	-	(-)
Onondaga	67	-	-	(-)			
	66				-	-	(-)
	65				-	-	(-)
	64				-	-	(-)
Queens	67	1	.01	(.05)			
	66				-	-	(-)
	65				-	-	(-)
	64				-	-	(-)
Westchester	67	-	-	(-)			
	66				-	-	(-)
	65				-	-	(-)
	64				-	-	(-)
Bronx	64				-	-	(-)
Chautauqua	65				-	-	(-)
New York	66				-	-	(-)
Schenectady	64				-	-	(-)
Suffolk	67	-	-	(-)			
Total	67	19		1.00			
	66				27		1.00
	65				36		1.00
	64				47		1.00

*Pr = Proportion of row, e.g., in 1967, 2% of all Freshmen from Buffalo were in Social Welfare.

†Pc = Proportion of column, e.g., 37% of all Freshmen in Social Welfare (from these selected counties) were from Buffalo.

Table 3: Comparisons between Selected NYS Counties and Academic Fields, Sexes Combined (Continued)

		FIELD				
		Unspecified			Total	
COUNTY[g]	YEAR	N	Pr*	Pc†	N	Pr*
Buffalo[h]	67	5	.01	(.25)	431	1.00
	66	33	.07	(.38)	485	1.00
	65	16	.03	(.29)	551	1.00
	64	21	.04	(.31)	585	1.00
Erie[h]	67	9	.02	(.45)	516	1.00
	66	15	.02	(.17)	705	1.00
	65	21	.02	(.38)	656	1.00
	64	23	.04	(.34)	654	1.00
Kings	67	1	.01	(.05)	87	1.00
	66	3	.05	(.03)	62	1.00
	65	2	.02	(.04)	81	1.00
	64	-	-	(-)	84	1.00
Monroe	67	1	.01	(.05)	77	1.00
	66	3	.04	(.03)	83	1.00
	65	-	-	(-)	85	1.00
	64	-	-	(-)	97	1.00
Nassau	67	1	.00	(.05)	279	1.00
	66	9	.05	(.10)	186	1.00
	65	5	.03	(.09)	177	1.00
	64	4	.02	(.06)	193	1.00
Niagara	67	1	.01	(.05)	83	1.00
	66	4	.03	(.05)	121	1.00
	65	5	.04	(.09)	137	1.00
	64	8	.05	(.12)	149	1.00
Onondaga	67	-	-	(-)	48	1.00
	66	1	.02	(.01)	48	1.00
	65	3	.07	(.05)	46	1.00
	64	-	-	(-)	86	1.00
Queens	67	2	.01	(.10)	150	1.00
	66	10	.09	(.12)	107	1.00
	65	3	.03	(.05)	101	1.00
	64	4	.04	(.06)	111	1.00
Westchester	67	-	-	(-)	61	1.00
	66	2	.05	(.02)	43	1.00
	65	-	-	(.-)	46	1.00
	64	5	.08	(.07)	64	1.00
Bronx	64	3	.08	(.04)	37	1.00
Chautauqua	65	-	-	(-)	34	1.00
New York	66	6	.19	(.07)	31	1.00
Schenectady	64	-	-	(-)	30	1.00
Suffolk	67	-	-	(-)	39	1.00
Total	67	20		1.00	1771	1.00
	66	86		1.00	1871	1.00
	65	55		1.00	1914	1.00
	64	68		1.00	2090	1.00

*Pr = Proportion of row, e.g., in 1967, 1% of all Freshmen from Buffalo did not specify a major.

†Pc = Proportion of column, e.g., 25% of all Freshmen who did not specify a major (from these selected counties) were from Buffalo.

Table 4: Selected NYS Counties and Academic Fields, Males

		FIELD								
		Arts and Sciences			Business Administration			Education		
COUNTY^g	YEAR	N	Pr*	Pc†	N	Pr*	Pc†	N	Pr*	Pc†
Buffalo^h	67	152	.60	(.23)	28	.11	(.30)	7	.03	(.54)
	66	149	.49	(.25)	22	.07	(.24)	9	.03	(.43)
	65	161	.47	(.26)	45	.13	(.33)	7	.02	(.44)
	64	153	.45	(.25)	41	.12	(.30)	7	.02	(.35)
Erie^h	67	172	.56	(.26)	26	.08	(.28)	4	.01	(.31)
	66	223	.49	(.37)	44	.10	(.47)	9	.02	(.43)
	65	214	.50	(.35)	50	.12	(.37)	6	.01	(.38)
	64	182	.45	(.29)	43	.11	(.31)	9	.02	(.45)
Kings	67	42	.78	(.06)	2	.04	(.02)	1	.02	(.08)
	66	30	.88	(.05)	-	-	(-)	-	-	(-)
	65	29	.72	(.05)	4	.10	(.03)	-	-	(-)
	64	34	.77	(.06)	3	.07	(.02)	2	.05	(.10)
Monroe	67	28	.61	(.04)	7	.15	(.08)	-	-	(-)
	66	26	.50	(.04)	4	.08	(.04)	3	.08	(.14)
	65	30	.63	(.05)	4	.08	(.03)	-	-	(-)
	64	33	.66	(.05)	5	.10	(.04)	-	-	(-)
Nassau	67	107	.77	(.16)	15	.11	(.16)	-	-	(-)
	66	46	.63	(.08)	7	.10	(.08)	-	-	(-)
	65	61	.73	(.10)	13	.15	(.10)	-	-	(-)
	64	63	.73	(.10)	10	.12	(.07)	-	-	(-)
Niagara	67	31	.56	(.05)	6	.11	(.06)	-	-	(-)
	66	43	.51	(.07)	8	.09	(.09)	-	-	(-)
	65	46	.53	(.07)	8	.09	(.06)	1	.01	(.06)
	64	48	.46	(.08)	9	.09	(.07)	1	.01	(.05)
Onondaga	67	13	.46	(.02)	3	.11	(.03)	-	-	(-)
	66	16	.57	(.03)	2	.07	(.02)	-	-	(-)
	65	10	.34	(.02)	3	.10	(.02)	1	.03	(.06)
	64	21	.45	(.03)	8	.17	(.06)	1	.02	(.05)
Queens^i	67	68	.85	(.10)	2	.02	(.02)	1	.01	(.08)
	66	41	.75	(.07)	5	.09	(.05)	-	-	(-)
	65	38	.72	(.06)	4	.08	(.03)	-	-	(-)
	64	38	.72	(.06)	9	.17	(.07)	-	-	(-)
Westchester	67	28	.70	(.04)	3	.07	(.03)	-	-	(-)
	66	8	.73	(.01)	-	-	(-)	-	-	(-)
	65	15	.68	(.02)	4	.18	(.03)	-	-	(-)
	64	17	.61	(.03)	4	.14	(.03)	-	-	(-)
Bronx	64	19	.73	(.03)	2	.08	(.01)	-	-	(-)
Chautauqua	65	11	.52	(.02)	1	.05	(.01)	1	.05	(.06)
New York	66	15	.79	(.03)	1	.05	(.01)	-	-	(-)
Schenectady	64	10	.53	(.02)	3	.16	(.02)	-	-	(-)
Suffolk	67	20	.74	(.03)	1	.04	(.01)	-	-	(-)
Total	67	661		1.00	93		1.00	13		1.00
	66	597		1.00	93		1.00	21		1.00
	65	615		1.00	136		1.00	16		1.00
	64	618		1.00	137		1.00	20		1.00

*Pr = Proportion of row, e.g., in 1967, 60% of all males from Buffalo were in Arts and Sciences.

†Pc = Proportion of column, e.g., 23% of all males in Arts and Sciences (from these selected counties) were from Buffalo.

Table 4: Selected NYS Counties and Academic Fields, Males(Cont'd)

		FIELD								
		Education (Secondary)[a]			Engineering			Medical Technology		
COUNTY[g]	YEAR	N	Pr*	Pc†	N	Pr*	Pc†	N	Pr*	Pc†
Buffalo[h]	67	-	-	(-)	55	.22	(.25)	-	-	(-)
	66	1	.00	(.14)	87	.28	(.30)	1	.00	(.14)
	65	3	.01	(.43)	91	.27	(.33)	4	.01	(.05)
	64				99	.29	(.31)	1	.00	(1.00)
Erie[h]	67	-	-	(-)	92	.30	(.41)	2	.01	(1.00)
	66	5	.01	(.71)	135	.30	(.47)	2	.00	(.29)
	65	3	.01	(.43)	117	.28	(.43)	3	.01	(.38)
	64				137	.34	(.42)	-	-	(-)
Kings	67	-	-	(-)	8	.15	(.04)	-	-	(-)
	66	-	-	(-)	3	.09	(.01)	1	.03	(.14)
	65	-	-	(-)	3	.07	(.01)	-	-	(-)
	64				5	.11	(.02)	-	-	(-)
Monroe	67	-	-	(-)	11	.24	(.05)	-	-	(-)
	66	-	-	(-)	15	.29	(.05)	1	.02	(.14)
	65	-	-	(-)	11	.23	(.04)	-	-	(-)
	64				9	.18	(.03)	-	-	(-)
Nassau	67	-	-	(-)	16	.12	(.07)	-	-	(-)
	66	-	-	(-)	14	.19	(.05)	-	-	(-)
	65	-	-	(-)	7	.08	(.03)	-	-	(-)
	64				11	.13	(.03)	-	-	(-)
Niagara	67	-	-	(-)	15	.27	(.07)	-	-	(-)
	66	1	.01	(.14)	25	.29	(.09)	1	.01	(.14)
	65	-	-	(-)	21	.24	(.08)	1	.01	(.13)
	64				37	.35	(.11)	-	-	(-)
Onondaga	67	-	-	(-)	9	.32	(.04)	-	-	(-)
	66	-	-	(-)	5	.18	(.02)	-	-	(-)
	65	1	.03	(.14)	9	.31	(.03)	-	-	(-)
	64				13	.28	(.04)	-	-	(-)
Queens	67	-	-	(-)	6	.07	(.03)	-	-	(-)
	66	-	-	(-)	2	.04	(.01)	-	-	(-)
	65	-	-	(-)	7	.13	(.03)	-	-	(-)
	64				3	.06	(.01)	-	-	(-)
Westchester	67	-	-	(-)	5	.13	(.02)	-	-	(-)
	66	-	-	(-)	2	.18	(.01)	1	.09	(.14)
	65	-	-	(-)	2	.09	(.01)	-	-	(-)
	64				4	.14	(.01)	-	-	(-)
Bronx	64				2	.08	(.01)	-	-	(-)
Chautauqua	65	-	-	(-)	6	.29	(.02)	-	-	(-)
New York	66	-	-	(-)	1	.05	(.00)	-	-	(-)
Schenectady	64				4	.21	(.01)	-	-	(-)
Suffolk	67	-	-	(-)	6	.22	(.03)	-	-	(-)
Total	67	-		1.00	223		1.00	2		1.00
	66	7		1.00	289		1.00	7		1.00
	65	7		1.00	274		1.00	8		1.00
	64	-		1.00	324		1.00	1		1.00

*Pr = Proportion of row, e.g., in 1967 22% of all males from Buffalo were in Engineering.

†Pc = Proportion of column, e.g., 25% of all males in Engineering(from the selected counties) were from Buffalo.

Table 4: Selected NYS Counties and Academic Fields, Males (Cont'd)

		FIELD								
		Nursing			Occupational and Physical Therapy			Pharmacy		
COUNTY[g]	YEAR	N	Pr*	Pc†	N	Pr*	Pc†	N	Pr*	Pc†
Buffalo[h]	67	1	.00	(.50)	1	.00	(1.00)	4	.02	(.27)
	66	-	-	(-)	1	.00	(.17)	12	.04	(.29)
	65	-	-	(-)	2	.01	(.40)	16	.05	(.34)
	64	-	-	(-)	2	.01	(.40)	18	.05	(.38)
Erie[h]	67	-	-	(-)	-	-	(-)	3	.01	(.20)
	66	-	-	(-)	1	.00	(.17)	19	.04	(.45)
	65	-	-	(-)	1	.00	(.20)	14	.03	(.30)
	64	-	-	(-)	2	.00	(.40)	15	.04	(.32)
Kings	67	-	-	(-)	-	-	(-)	-	-	(-)
	66	-	-	(-)	-	-	(-)	-	-	(-)
	65	-	-	(-)	1	.02	(.20)	2	.05	(.04)
	64	-	-	(-)	-	-	(-)	-	-	(-)
Monroe	67	-	-	(-)	-	-	(-)	-	-	(-)
	66	-	-	(-)	1	.02	(.17)	1	.02	(.02)
	65	-	-	(-)	-	-	(-)	3	.06	(.06)
	64	-	-	(-)	-	-	(-)	3	.06	(.06)
Nassau	67	-	-	(-)	-	-	(-)	-	-	(-)
	66	-	-	(-)	-	-	(-)	2	.03	(.05)
	65	-	-	(-)	-	-	(-)	-	-	(-)
	64	-	-	(-)	-	-	(-)	-	-	(-)
Niagara	67	-	-	(-)	-	-	(-)	1	.02	(.07)
	66	-	-	(-)	1	.01	(.17)	4	.05	(.10)
	65	-	-	(-)	-	-	(-)	6	.07	(.13)
	64	-	-	(-)	1	.01	(.20)	3	.03	(.06)
Onondaga	67	-	-	(-)	-	-	(-)	3	.11	(.20)
	66	-	-	(-)	2	.07	(.33)	3	.11	(.07)
	65	-	-	(-)	-	-	(-)	2	.07	(.04)
	64	-	-	(-)	-	-	(-)	4	.09	(.09)
Queens	67	-	-	(-)	-	-	(-)	1	.01	(.07)
	66	-	-	(-)	-	-	(-)	1	.02	(.02)
	65	-	-	(-)	1	.02	(.20)	1	.02	(.02)
	64	-	-	(-)	-	-	(-)	1	.02	(.02)
Westchester	67	1	.02	(.50)	-	-	(-)	3	.07	(.20)
	66	-	-	(-)	-	-	(-)	-	-	(-)
	65	-	-	(-)	-	-	(-)	1	.05	(.02)
	64	-	-	(-)	-	-	(-)	1	.04	(.02)
Bronx	64	-	-	(-)	-	-	(-)	-	-	(-)
Chautauqua	65	-	-	(-)	-	-	(-)	2	.10	(.04)
New York	66	-	-	(-)	-	-	(-)	-	-	(-)
Schenectady	64	-	-	(-)	-	-	(-)	2	.11	(.04)
Suffolk	67	-	-	(-)	-	-	(-)	-	-	(-)
Total	67	2		1.00	1		1.00	15		1.00
	66	-		-	6		1.00	42		1.00
	65	-		-	5		1.00	47		1.00
	64	-		-	5		1.00	47		1.00

*Pr = Proportion of row, e.g., in 1967 2% of all males from Buffalo were in Pharmacy.

†Pc = Proportion of column, e.g., 27% of all males in Pharmacy (from these selected counties) were from Buffalo.

Table 4: Selected NYS Counties and Academic Fields, Males (Cont'd)

		FIELD					
		Social Welfare[b]			Associate Degree[c]		
COUNTY[g]	YEAR	N	Pr*	Pc†	N	Pr*	Pc†
Buffalo[h]	67	2	.01	(.67)			
	66				-	-	(-)
	65				2	.01	(.50)
	64				1	.00	(1.00)
Erie[h]	67	-	-	(-)			
	66				3	.01	(.75)
	65				2	.00	(.50)
	64				-	-	(-)
Kings	67	-	-	(-)			
	66				-	-	(-)
	65				-	-	(-)
	64				-	-	(-)
Monroe	67	-	-	(-)			
	66				-	-	(-)
	65				-	-	(-)
	64				-	-	(-)
Nassau	67	-	-	(-)			
	66				1	.01	(.25)
	65				-	-	(-)
	64				-	-	(-)
Niagara	67	1	.02	(.33)			
	66				-	-	(-)
	65				-	-	(-)
	64				-	-	(-)
Onondaga	67	-	-	(-)			
	66				-	-	(-)
	65				-	-	(-)
	64				-	-	(-)
Queens	67	-	-	(-)			
	66				-	-	(-)
	65				-	-	(-)
	64				-	-	(-)
Westchester	67	-	-	(-)			
	66				-	-	(-)
	65				-	-	(-)
	64				-	-	(-)
Bronx	64				-	-	(-)
Chautauqua	65				-	-	(-)
New York	66				-	-	(-)
Schenectady	64				-	-	(-)
Suffolk	67	-	-	(-)			
Total	67	3	-	1.00			
	66				4		1.00
	65				4		1.00
	64				1		1.00

*Pr = Proportion of row, e.g., in 1967, 1% of all males from Buffalo were in Social Welfare.

†Pc = Proportion of column, e.g., 67% of all males in Social Welfare (from these selected counties) were from Buffalo.

		FIELD				
		Unspecified			Total	
COUNTY[g]	YEAR	N	Pr*	Pc†	N	Pr*
Buffalo[h]	67	4	.02	(.25)	254	1.00
	66	24	.08	(.49)	306	1.00
	65	9	.03	(.25)	340	1.00
	64	17	.05	(.35)	339	1.00
Erie[h]	67	7	.02	(.44)	306	1.00
	66	11	.02	(.22)	452	1.00
	65	15	.04	(.42)	425	1.00
	64	16	.04	(.33)	404	1.00
Kings	67	1	.02	(.06)	54	1.00
	66	-	-	(-)	34	1.00
	65	1	.02	(.03)	40	1.00
	64	-	-	(-)	44	1.00
Monroe	67	-	-	(-)	46	1.00
	66	1	.02	(.02)	52	1.00
	65	-	-	(-)	48	1.00
	64	-	-	(-)	50	1.00
Nassau	67	1	.01	(.06)	139	1.00
	66	3	.04	(.06)	73	1.00
	65	3	.04	(.08)	84	1.00
	64	2	.02	(.04)	86	1.00
Niagara	67	1	.02	(.06)	55	1.00
	66	2	.02	(.04)	85	1.00
	65	3	.03	(.08)	86	1.00
	64	6	.06	(.13)	105	1.00
Onondaga	67	-	-	(-)	28	1.00
	66	-	-	(-)	28	1.00
	65	3	.10	(.08)	29	1.00
	64	-	-	(-)	47	1.00
Queens	67	2	.02	(.13)	80	1.00
	66	6	.11	(.12)	55	1.00
	65	2	.04	(.06)	53	1.00
	64	2	.04	(.04)	53	1.00
Westchester	67	-	-	(-)	40	1.00
	66	-	-	(-)	11	1.00
	65	-	-	(-)	22	1.00
	64	2	.07	(.04)	28	1.00
Bronx	64	3	.12	(.06)	26	1.00
Chautauqua	65	-	-	(-)	21	1.00
New York	66	2	.11	(.04)	19	1.00
Schenectady	64	-	-	(-)	19	1.00
Suffolk	67	-	-	(-)	27	1.00
Total	67	16		1.00	1029	
	66	49		1.00	1115	
	65	36		1.00	1148	
	64	48		1.00	1201	

*Pr = Proportion of row, i.e., in 1967, 2% of all males from Buffalo were Unspecified.

†Pc = Proportion of column, i.e., 25% of all males who were Unspecified (from the selected counties) were from Buffalo.

Table 5: Selected NYS Counties and Academic Fields, Females

		FIELD								
		Arts and Sciences			Business Administration			Education		
COUNTY[g]	YEAR	N	Pr*	Pc†	N	Pr*	Pc†	N	Pr*	Pc†
Buffalo[h]	67	105	.59	(.21)	1	.01	(.17)	16	.09	(.31)
	66	98	.55	(.22)	4	.02	(.31)	16	.09	(.30)
	65	117	.55	(.25)	2	.01	(.20)	15	.07	(.23)
	64	147	.60	(.24)	9	.04	(.39)	18	.07	(.31)
Erie[h]	67	137	.65	(.28)	4	.02	(.67)	8	.04	(.15)
	66	145	.57	(.32)	7	.03	(.54)	15	.06	(.28)
	65	145	.63	(.31)	5	.02	(.50)	11	.05	(.17)
	64	156	.62	(.26)	3	.01	(.13)	12	.05	(.21)
Kings	67	25	.76	(.05)	-	-	(-)	3	.09	(.06)
	66	18	.64	(.04)	-	-	(-)	5	.18	(.09)
	65	31	.76	(.07)	-	-	(-)	6	.15	(.09)
	64	34	.85	(.06)	1	.03	(.04)	1	.03	(.02)
Monroe	67	16	.52	(.03)	-	-	(-)	3	.10	(.06)
	66	14	.45	(.03)	-	-	(-)	-	-	(-)
	65	22	.59	(.05)	-	-	(-)	4	.11	(.06)
	64	36	.77	(.06)	3	.06	(.13)	1	.02	(.02)
Nassau	67	103	.74	(.21)	1	.01	(.17)	13	.09	(.25)
	66	82	.73	(.18)	2	.02	(.15)	7	.06	(.13)
	65	61	.66	(.13)	-	-	(-)	12	.13	(.18)
	64	80	.75	(.13)	4	.04	(.17)	8	.07	(.14)
Niagara	67	14	.50	(.03)	-	-	(-)	4	.14	(.08)
	66	16	.44	(.04)	-	-	(-)	4	.11	(.07)
	65	20	.39	(.04)	-	-	(-)	7	.14	(.11)
	64	29	.66	(.05)	1	.02	(.04)	5	.11	(.09)
Onondaga	67	10	.50	(.02)	-	-	(-)	1	.05	(.02)
	66	10	.50	(.02)	-	-	(-)	-	-	(-)
	65	11	.65	(.02)	-	-	(-)	1	.06	(.02)
	64	27	.69	(.04)	1	.03	(.04)	1	.03	(.02)
Queens	67	57	.81	(.12)	-	-	(-)	2	.03	(.04)
	66	38	.73	(.12)	-	-	(-)	3	.06	(.06)
	65	35	.73	(.08)	1	.02	(.10)	4	.08	(.06)
	64	44	.76	(.07)	-	-	(-)	9	.16	(.16)
Westchester	67	14	.67	(.03)	-	-	(-)	2	.10	(.04)
	66	23	.72	(.05)	-	-	(-)	3	.09	(.06)
	65	16	.67	(.03)	1	.04	(.10)	4	.17	(.06)
	64	30	.83	(.05)	1	.03	(.04)	2	.06	(.03)
Bronx	64	8	.73	(.01)	-	-	(-)	-	-	(-)
Chautauqua	65	6	.46	(.01)	1	.08	(.10)	1	.08	(.02)
New York	66	7	.58	(.02)	-	-	(-)	1	.08	(.02)
Schenectady	64	10	.91	(.02)	-	-	(-)	1	.09	(.02)
Suffolk	67	9	.75	(.02)	-	-	(-)	-	-	(-)
Total	67	490		1.00	6		1.00	52		1.00
	66	451		1.00	13		1.00	54		1.00
	65	464		1.00	10		1.00	65		1.00
	64	601		1.00	23		1.00	58		1.00

*Pr = Proportion of row, e.g., in 1967, 59% of all females from Buffalo were in Arts and Sciences.

†Pc = Proportion of column, e.g., 21% of all females in Arts and Sciences (from these selected counties) were from Buffalo.

Table 5: Selected NYS Counties and Academic Fields, Females (Cont'd)

		FIELD								
		Education (Secondary)[a]			Engineering			Medical Technology		
COUNTY[g]	YEAR	N	Pr*	Pc†	N	Pr*	Pc†	N	Pr*	Pc†
Buffalo[h]	67	4	.02	(.33)	2	.01	(.40)	14	.08	(.41)
	66	3	.02	(.20)	1	.01	(.20)	15	.08	(.30)
	65	6	.03	(.29)	3	.01	(.60)	18	.09	(.43)
	64				1	.00	(.25)	13	.05	(.45)
Erie[h]	67	2	.01	(.17)	1	.00	(.20)	10	.05	(.29)
	66	8	.03	(.53)	3	.01	(.60)	21	.08	(.42)
	65	5	.02	(.24)	1	.00	(.20)	14	.06	(.33)
	64				2	.01	(.50)	12	.05	(.41)
Kings	67	1	.03	(.08)	–	–	(–)	–	–	(–)
	66	1	.04	(.07)	–	–	(–)	1	.04	(.02)
	65	–	–	(–)	–	–	(–)	–	–	(–)
	64				–	–	(–)	–	–	(–)
Monroe	67	–	–	(–)	–	–	(–)	2	.05	(.06)
	66	–	–	(–)	–	–	(–)	1	.03	(.02)
	65	–	–	(–)	–	–	(–)	2	.05	(.05)
	64				–	–	(–)	1	.02	(.03)
Nassau	67	3	.02	(.25)	1	.01	(.20)	1	.01	(.03)
	66	–	–	(–)	–	–	(–)	3	.03	(.06)
	65	2	.02	(.10)	1	.01	(.20)	3	.03	(.07)
	64				–	–	(–)	1	.01	(.03)
Niagara	67	–	–	(–)	–	–	(–)	2	.07	(.06)
	66	1	.03	(.07)	–	–	(–)	4	.11	(.08)
	65	1	.02	(.05)	–	–	(–)	3	.06	(.07)
	64				1	.02	(.25)	–	–	(–)
Onondaga	67	1	.05	(.08)	1	.05	(.20)	2	.10	(.06)
	66	–	–	(–)	–	–	(–)	2	.10	(.04)
	65	2	.12	(.10)	–	–	(–)	1	.06	(.02)
	64				–	–	(–)	2	.05	(.07)
Queens	67	–	–	(–)	–	–	(–)	1	.01	(.03)
	66	2	.04	(.13)	1	.02	(.20)	2	.04	(.04)
	65	4	.08	(.19)	–	–	(–)	–	–	(–)
	64				–	–	(–)	–	–	(–)
Westchester	67	–	–	(–)	–	–	(–)	1	.05	(.03)
	66	–	–	(–)	–	–	(–)	1	.03	(.02)
	65	–	–	(–)	–	–	(–)	–	–	(–)
	64				–	–	(–)	–	–	(–)
Bronx	64				–	–	(–)	–	–	(–)
Chautauqua	65	1	.08	(.05)	–	–	(–)	1	.08	(.02)
New York	66	–	–	(–)	–	–	(–)	–	–	(–)
Schenectady	64				–	–	(–)	–	–	(–)
Suffolk	67	1	.08	(.08)	–	–	(–)	1	.08	(.03)
Total	67	12		1.00	5		1.00	34		1.00
	66	15		1.00	5		1.00	50		1.00
	65	21		1.00	5		1.00	42		1.00
	64				4		1.00	29		1.00

*Pr = Proportion of row, e.g., in 1967, 2% of all females from Buffalo were in Secondary Education.

†Pc = Proportion of column, e.g., 33% of all females in Secondary Education (from these selected counties) were from Buffalo.

		FIELD								
		Nursing			Occupational and Physical Therapy			Pharmacy		
COUNTY[g]	YEAR	N	Pr*	Pc†	N	Pr*	Pc†	N	Pr*	Pc†
Buffalo[h]	67	15	.08	(.20)	7	.04	(.21)	7	.04	(.47)
	66	13	.07	(.21)	6	.03	(.21)	2	.01	(.11)
	65	19	.09	(.35)	7	.03	(.21)	8	.04	(.40)
	64	23	.09	(.38)	6	.02	(.16)	2	.01	(.18)
Erie[h]	67	26	.12	(.35)	7	.03	(.21)	4	.02	(.27)
	66	21	.08	(.34)	8	.03	(.28)	11	.04	(.61)
	65	12	.05	(.22)	9	.04	(.27)	4	.02	(.20)
	64	21	.08	(.35)	10	.04	(.27)	6	.02	(.55)
Kings	67	3	.09	(.04)	1	.03	(.03)	-	-	(-)
	66	-	-	(-)	-	-	(-)	-	-	(-)
	65	-	-	(-)	3	.07	(.09)	-	-	(-)
	64	1	.03	(.02)	2	.05	(.05)	-	-	(-)
Monroe	67	3	.10	(.04)	4	.13	(.12)	1	.03	(.07)
	66	8	.26	(.13)	4	.13	(.14)	2	.06	(.11)
	65	6	.16	(.11)	1	.03	(.03)	1	.03	(.05)
	64	2	.04	(.03)	2	.04	(.05)	1	.02	(.09)
Nassau	67	8	.06	(.11)	10	.07	(.29)	-	-	(-)
	66	7	.06	(.11)	5	.04	(.17)	-	-	(-)
	65	7	.08	(.13)	4	.04	(.12)	1	.01	(.05)
	64	6	.06	(.10)	5	.05	(.14)	1	.01	(.09)
Niagara	67	5	.18	(.07)	3	.11	(.09)	-	-	(-)
	66	7	.19	(.11)	1	.03	(.03)	1	.03	(.06)
	65	6	.12	(.11)	5	.10	(.15)	4	.08	(.20)
	64	2	.05	(.03)	3	.07	(.08)	1	.02	(.09)
Onondaga	67	2	.10	(.03)	-	-	(-)	3	.15	(.20)
	66	3	.15	(.05)	3	.15	(.10)	1	.05	(.06)
	65	1	.06	(.02)	1	.06	(.03)	-	-	(-)
	64	4	.10	(.07)	4	.10	(.11)	-	-	(-)
Queens	67	7	.10	(.09)	2	.03	(.06)	-	-	(-)
	66	1	.02	(.02)	1	.02	(.03)	-	-	(-)
	65	1	.02	(.02)	2	.04	(.06)	-	-	(-)
	64	1	.02	(.02)	2	.03	(.05)	-	-	(-)
Westchester	67	4	.19	(.05)	-	-	(-)	-	-	(-)
	66	1	.03	(.02)	1	.03	(.03)	1	.03	(.06)
	65	2	.08	(.04)	1	.04	(.03)	-	-	(-)
	64	-	-	(-)	-	-	(-)	-	-	(-)
Bronx	64	-	-	(-)	3	.27	(.08)	-	-	(-)
Chautauqua	65	1	.08	(.02)	-	-	(-)	2	.15	(.10)
New York	66	-	-	(-)	-	-	(-)	-	-	(-)
Schenectady	64	-	-	(-)	-	-	(-)	-	-	(-)
Suffolk	67	1	.08	(.01)	-	-	(-)	-	-	(-)
Total	67	74		1.00	34		1.00	15		1.00
	66	61		1.00	29		1.00	18		1.00
	65	55		1.00	33		1.00	20		1.00
	64	60		1.00	37		1.00	11		1.00

*Pr = Proportion of row, e.g., in 1967, 8% of all females from Buffalo were in Nursing.

†Pc = Proportion of column, e.g., 20% of all females in Nursing (from these selected counties) were from Buffalo.

		FIELD					
		Social Welfare[b]			Associate Degree[c]		
COUNTY[g]	YEAR	N	Pr*	Pc†	N	Pr*	Pc†
Buffalo[h]	67	5	.03	(.31)			
	66				12	.07	(.52)
	65				9	.04	(.28)
	64				23	.09	(.50)
Erie[h]	67	9	.04	(.56)			
	66				10	.04	(.43)
	65				19	.08	(.59)
	64				21	.08	(.46)
Kings	67	-	-	(-)			
	66				-	-	(-)
	65				-	-	(-)
	64				1	.03	(.02)
Monroe	67	1	.03	(.06)			
	66				-	-	(-)
	65				1	.03	(.03)
	64				1	.02	(.02)
Nassau	67	-	-	(-)			
	66				1	.01	(.04)
	65				-	-	(-)
	64				-	-	(-)
Niagara	67	-	-	(-)			
	66				-	-	(-)
	65				3	.06	(.09)
	64				-	-	(-)
Onondaga	67	-	-	(-)			
	66				-	-	(-)
	65				-	-	(-)
	64				-	-	(-)
Queens	67	1	.01	(.06)			
	66				-	-	(-)
	65				-	-	(-)
	64				-	-	(-)
Westchester	67	-	-	(-)			
	66				-	-	(-)
	65				-	-	(-)
	64				-	-	(-)
Bronx	64				-	-	(-)
Chautauqua	65				-	-	(-)
New York	66				-	-	(-)
Schenectady	64				-	-	(-)
Suffolk	67	-	-	(-)			
Total	67	16		1.00			
	66				23		1.00
	65				32		1.00
	64				46		1.00

*Pr = Proportion of row, e.g., in 1967, 3% of all females from Buffalo were in Social Welfare.

†Pc = Proportion of column, e.g., 31% of all females in Social Welfare (from the selected counties) were from Buffalo.

Table 5: Selected NYS Counties and Academic Fields, Females (Cont'd)

		FIELD				
		Unspecified			Total	
COUNTY[g]	YEAR	N	Pr*	Pc†	N	Pr*
Buffalo[h]	67	1	.01	(.25)	177	1.00
	66	9	.05	(.24)	179	1.00
	65	7	.03	(.37)	211	1.00
	64	4	.02	(.20)	246	1.00
Erie[h]	67	2	.01	(.50)	210	1.00
	66	4	.02	(.11)	253	1.00
	65	6	.03	(.32)	231	1.00
	64	7	.03	(.35)	250	1.00
Kings	67	-	-	(-)	33	1.00
	66	3	.11	(.08)	28	1.00
	65	1	.02	(.05)	41	1.00
	64	-	-	-	40	1.00
Monroe	67	1	.03	(.25)	31	1.00
	66	2	.06	(.05)	31	1.00
	65	-	-	(-)	37	1.00
	64	-	-	(-)	47	1.00
Nassau	67	-	-	(-)	140	1.00
	66	6	.05	(.16)	113	1.00
	65	2	.02	(.11)	93	1.00
	64	2	.02	(.10)	107	1.00
Niagara	67	-	-	(-)	28	1.00
	66	2	.06	(.05)	36	1.00
	65	2	.04	(.11)	51	1.00
	64	2	.05	(.10)	44	1.00
Onondaga	67	-	-	(-)	20	1.00
	66	1	.05	(.03)	20	1.00
	65	-	-	(-)	17	1.00
	64	-	-	(-)	39	1.00
Queens	67	-	-	(-)	70	1.00
	66	4	.08	(.11)	52	1.00
	65	1	.02	(.05)	48	1.00
	64	2	.03	(.10)	58	1.00
Westchester	67	-	-	(-)	21	1.00
	66	2	.06	(.05)	32	1.00
	65	-	-	(-)	24	1.00
	64	3	.08	(.15)	36	1.00
Bronx	64	-	-	(-)	11	1.00
Chautauqua	65	-	-	(-)	13	1.00
New York	66	4	.33	(.11)	12	1.00
Schenectady	64	-	-	(-)	11	1.00
Suffolk	67	-	-	(-)	12	1.00
Total	67	4		1.00	742	
	66	37		1.00	756	
	65	19		1.00	766	
	64	20		1.00	889	

*Pr = Proportion of row, e.g., in 1967, 1% of all females from Buffalo had not specified a major.

†Pc = Proportion of column, e.g., 25% of all females who did not specify a major (from the selected counties) were from Buffalo.

Table 6: Academic Fields and Selected Local High Schools, Sexes Combined

		High School[1]								
		Amherst			Bennett			Hutchinson Central		
FIELD	YEAR	N	Pr*	Pc†	N	Pr*	Pc†	N	Pr*	Pc†
Arts and Sciences	67	34	.15	(.69)	50	.22	(.72)	13	.06	(.36)
	66	33	.12	(.63)	68	.24	(.64)	17	.06	(.31)
	65	32	.12	(.68)	57	.21	(.61)	22	.08	(.37)
	64	21	.08	(.49)	55	.21	(.68)	22	.08	(.34)
Business Administration	67	4	.17	(.08)	6	.26	(.09)	3	.13	(.08)
	66	4	.21	(.08)	1	.05	(.01)	2	.11	(.04)
	65	3	.13	(.06)	8	.26	(.09)	1	.03	(.02)
	64	3	.09	(.07)	8	.25	(.10)	1	.03	(.02)
Education	67	2	.12	(.04)	3	.18	(.04)	-	-	(-)
	66	2	.11	(.04)	3	.17	(.03)	1	.06	(.02)
	65	-	-	(-)	5	.31	(.05)	-	-	(-)
	64	4	.24	(.09)	3	.18	(.04)	-	-	(-)
Education (Secondary)[a]	67	-	-	(-)	1	.50	(.01)	-	-	(-)
	66	1	.13	(.02)	3	.38	(.03)	-	-	(-)
	65	1	.20	(.02)	4	.80	(.04)	-	-	(-)
	64									
Engineering	67	4	.07	(.08)	3	.05	(.04)	18	.31	(.50)
	66	9	.09	(.17)	11	.12	(.10)	33	.35	(.60)
	65	5	.05	(.11	7	.07	(.08)	36	.37	(.60)
	64	7	.06	(.16)	4	.04	(.05)	37	.34	(.58)
Medical Technology	67	-	-	(-)	1	.09	(.01)	-	-	(-)
	66	-	-	(-)	5	.28	(.05)	1	.06	(.02)
	65	-	-	(-)	3	.19	(.03)	-	-	(-)
	64	-	-	(-)	-	-	(-)	-	-	(-)
Nursing	67	2	.22	(.04)	1	.11	(.01)	-	-	(-)
	66	1	.10	(.02)	-	-	(-)	-	-	(-)
	65	1	.08	(.02)	1	.08	(.01)	-	-	(-)
	64	2	.11	(.05)	1	.06	(.01)	-	-	(-)
Occupational and Physical Therapy	67	-	-	(-)	2	.67	(.03)	-	-	(-)
	66	-	-	(-)	2	.29	(.02)	-	-	(-)
	65	-	-	(-)	1	.33	(.01)	1	.33	(.02)
	64	1	.20	(.02)	2	.40	(.02)	-	-	(-)
Pharmacy	67	-	-	(-)	-	-	(-)	2	.33	(.06)
	66	-	-	(-)	4	.29	(.04)	-	-	(-)
	65	1	.09	(.02)	3	.27	(.03)	-	-	(-)
	64	1	.06	(.02)	4	.24	(.05)	1	.06	(.02)
Soc. Welfare[b]	67	2	.25	(.04)	1	.13	(.01)	-	-	(-)
Associate Degree[c]	66	-	-	(-)	2	.29	(.02)	1	.14	(.02)
	65	1	.07	(.02)	2	.14	(.02)	-	-	(-)
	64	2	.17	(.05)	2	.17	(.02)	1	.08	(.02)
Unspecified	67	1	.17	(.02)	1	.17	(.01)	-	-	(-)
	66	2	.11	(.04)	7	.39	(.07)	-	-	(-)
	65	3	.21	(.06)	2	.14	(.02)	-	-	(-)
	64	2	.17	(.05)	2	.17	(.02)	2	.17	(.03)
Total	67	49		1.00	69		1.00	36		1.00
	66	52		1.00	106		1.00	55		1.00
	65	47		1.00	93		1.00	60		1.00
	64	43		1.00	81		1.00	64		1.00

*Pr = Proportion of row, e.g., in 1967, 15% of the students in Arts and Sciences (from the selected high schools) were from Amherst H.S.

†Pc = Proportion of column, e.g., 69% of all students from Amherst were in Arts and Sciences.

Table 6: Comparisons between Academic Fields and Selected Local High Schools, Sexes Combined (Continued)

		High School‡								
		Kenmore East			Kenmore West			Kensington		
FIELD	YEAR	N	Pr*	Pc†	N	Pr*	Pc†	N	Pr*	Pc†
Arts and Sciences	67	30	.13	(.61)	34	.15	(.54)	34	.15	(.67)
	66	41	.15	(.55)	46	.16	(.52)	27	.10	(.57)
	65	42	.16	(.59)	40	.15	(.53)	34	.13	(.55)
	64	31	.21	(.54)	65	.25	(.61)	29	.11	(.48)
Business Administration	67	1	.04	(.02)	3	.13	(.05)	2	.09	(.04)
	66	4	.21	(.05)	4	.21	(.04)	1	.05	(.02)
	65	4	.13	(.06)	7	.23	(.09)	1	.03	(.02)
	64	3	.09	(.05)	9	.28	(.08)	3	.09	(.05)
Education	67	2	.12	(.04)	5	.29	(.08)	2	.12	(.04)
	66	1	.06	(.01)	5	.28	(.06)	2	.11	(.04)
	65	1	.06	(.01)	3	.19	(.04)	4	.25	(.06)
	64	2	.12	(.04)	2	.12	(.02)	2	.12	(.03)
Education (Secondary)[a]	67	-	-	(-)	-	-	(-)	-	-	(-)
	66	1	.13	(.01)	3	.38	(.03)	-	-	(-)
	65	-	-	(-)	-	-	(-)	-	-	(-)
	64									
Engineering	67	9	.16	(.18)	16	.28	(.25)	3	.05	(.06)
	66	15	.16	(.20)	17	.18	(.19)	6	.06	(.13)
	65	17	.17	(.24)	12	.12	(.16)	9	.09	(.15)
	64	16	.15	(.28)	20	.18	(.19)	12	.11	(.20)
Medical Technology	67	2	.18	(.04)	1	.09	(.02)	4	.36	(.08)
	66	3	.17	(.04)	3	.19	(.03)	3	.17	(.06)
	65	1	.06	(.01)	3	.17	(.04)	5	.31	(.08)
	64	-	-	(-)	-	-	(-)	3	.75	(.05)
Nursing	67	1	.11	(.02)	1	.11	(.02)	4	.44	(.08)
	66	2	.20	(.03)	2	.20	(.02)	4	.40	(.09)
	65	-	-	(-)	2	.15	(.03)	4	.31	(.06)
	64	1	.06	(.02)	2	.11	(.02)	9	.50	(.15)
Occupational and Physical Therapy	67	-	-	(-)	-	-	(-)	-	-	(-)
	66	1	.14	(.01)	3	.43	(.03)	1	.14	(.02)
	65	-	-	(-)	-	-	(-)	1	.33	(.02)
	64	-	-	(-)	-	-	(-)	-	-	(-)
Pharmacy	67	1	.17	(.02)	1	.17	(.02)	1	.17	(.02)
	66	3	.21	(.04)	2	.14	(.02)	3	.21	(.06)
	65	-	-	(-)	2	.18	(.03)	3	.27	(.05)
	64	1	.06	(.02)	4	.24	(.04)	2	.12	(.03)
Social Welfare[b]	67	1	.13	(.02)	-	-	(-)	1	.13	(.02)
Associate Degree[c]	66	2	.29	(.03)	1	.14	(.01)	-	-	(-)
	65	3	.21	(.04)	5	.36	(.07)	-	-	(-)
	64	-	-	(-)	2	.17	(.02)	-	-	(-)
Unspecified	67	2	.33	(.04)	2	.33	(.03)	-	-	(-)
	66	2	.11	(.03)	3	.17	(.03)	-	-	(-)
	65	3	.21	(.04)	1	.07	(.01)	1	.07	(.02)
	64	3	.25	(.05)	2	.17	(.02)	-	-	(-)
Total	67	49		1.00	63		1.00	51		1.00
	66	75		1.00	89		1.00	47		1.00
	65	71		1.00	75		1.00	62		1.00
	64	57		1.00	106		1.00	60		1.00

*Pr = Proportion of row, e.g., in 1967, 13% of the students in Arts and Sciences (from the selected high schools) were from Kenmore East.

†Pc = Proportion of column, e.g., 61% of all students from Kenmore East were in Arts and Sciences.

Table 6: Comparisons between Academic Fields and Selected Local High Schools, Sexes Combined (Continued)

		High School[1]								
		Maryvale			Riverside			South Park		
FIELD	YEAR	N	Pr*	Pc†	N	Pr*	Pc†	N	Pr*	Pc†
Arts and Sciences	67				19	.08	(.59)			
	66				26	.09	(.65)	23	.08	(.74)
	65				28	.10	(.58)	15	.06	(.43)
	64	15	.06	(.48)	22	.08	(.49)			
Business Administration	67				1	.04	(.03)			
	66				1	.05	(.02)	2	.11	(.06)
	65				5	.16	(.10)	2	.06	(.06)
	64	-	-	(-)	5	.16	(.11)			
Education	67				2	.12	(.06)			
	66				4	.22	(.10)	-	-	(-)
	65				2	.13	(.04)	1	.06	(.03)
	64	2	.12	(.06)	2	.12	(.04)			
Education (Secondary)[a]	67				1	.50	(.03)			
	66				-	-	(-)	-	-	(-)
	65				-	-	(-)	-	-	(-)
	64									
Engineering	67				2	.03	(.06)			
	66				2	.02	(.05)	2	.02	(.06)
	65				3	.03	(.06)	9	.09	(.26)
	64	8	.07	(.26)	6	.05	(.13)			
Medical Technology	67				2	.18	(.06)			
	66				2	.11	(.05)	1	.06	(.03)
	65				2	.13	(.04)	2	.13	(.06)
	64	1	.25	(.03)	-	-	(-)			
Nursing	67				-	-	(-)			
	66				1	.10	(.02)	-	-	(-)
	65				3	.23	(.06)	2	.15	(.06)
	64	1	.06	(.03)	2	.11	(.04)			
Occupational and Physical Therapy	67				1	.33	(.03)			
	66				-	-	(-)	-	-	(-)
	65				-	-	(-)	-	-	(-)
	64	1	.20	(.03)	1	.20	(.02)			
Pharmacy	67				1	.17	(.03)			
	66				2	.14	(.05)	-	-	(-)
	65				1	.09	(.02)	1	.09	(.03)
	64	2	.12	(.06)	2	.12	(.04)			
Social Welfare[b]	67				3	.38	(.09)			
Associate Degree[c]	66				-	-	(-)	1	.14	(.03)
	65				2	.14	(.04)	1	.07	(.03)
	64	1	.08	(.03)	4	.33	(.09)			
Unspecified	67				-	-	(-)			
	66				2	.11	(.05)	2	.11	(.06)
	65				2	.14	(.04)	2	.14	(.06)
	64	-	-	(-)	1	.08	(.02)			
Total	67				32		1.00			
	66				40		1.00	31		1.00
	65				48		1.00	35		1.00
	64	31		1.00	45		1.00			

*Pr = Proportion of row, e.g., in 1967, 8% of the students in Arts and Sciences (from the selected high schools) were from Riverside H.S.

†Pc = Proportion of column, e.g., 59% of all students from Riverside were in Arts and Sciences.

Table 6: Comparisons between Academic Fields and Selected Local High Schools, Sexes Combined (Continued)

		High School[1]				
		Williamsville			Total	
FIELD	YEAR	N	Pr*	Pc†	N	Pr*
	67				214	1.00
Arts and Sciences	66	21	.06	(.53)	302	1.00
	65				270	1.00
	64				260	1.00
	67				20	1.00
Business Administration	66	3	.13	(.08)	22	1.00
	65				31	1.00
	64				32	1.00
	67				16	1.00
Education	66	1	.05	(.03)	19	1.00
	65				16	1.00
	64				17	1.00
	67				2	1.00
Education (Secondary)[a]	66	1	.11	(.03)	9	1.00
	65				5	1.00
	64					
	67				55	1.00
Engineering	66	9	.08	(.23)	104	1.00
	65				98	1.00
	64				110	1.00
	67				10	1.00
Medical Technology	66	-	-	(-)	18	1.00
	65				16	1.00
	64				4	1.00
	67				9	1.00
Nursing	66	-	-	(-)	10	1.00
	65				13	1.00
	64				18	1.00
Occupational and Physical Therapy	67				3	1.00
	66	1	.12	(.03)	8	1.00
	65				3	1.00
	64				5	1.00
	67				6	1.00
Pharmacy	66	2	.12	(.05)	16	1.00
	65				11	1.00
	64				17	1.00
Social Welfare[b]	67				8	1.00
	66	-	-	(-)	7	1.00
Associate Degree[c]	65				14	1.00
	64				12	1.00
	67				6	1.00
Unspecified	66	2	.10	(.05)	20	1.00
	65				14	1.00
	64				12	1.00
	67					
Total	66	40		1.00		
	65					
	64					

*Pr = Proportion of row, e.g., in 1966, 6% of the students in Arts and Sciences (from the selected high schools) were from Williamsville H.S.

†Pc = Proportion of column, e.g., 53% of all students from Williamsville were in Arts and Sciences.

Table 7: Proportion of Freshman Class in Each Arts and Sciences Curriculum*

		Males		Females		Total	
CURRICULUM[d]	YEAR[e]	N	P	N	P	N	P
Art	67	14	.01	26	.01	40	.02
	66	13	.01	40	.02	53	.02
	65	5	.00	25	.01	30	.01
Engineering (5-year)	67	10	.00	-	-	10	.00
	66	3	.00	1	.00	4	.00
	65	10	.00	-	-	10	.00
Humanities	67	49	.02	100	.05	149	.07
	66	46	.02	92	.04	138	.06
	65	55	.02	118	.05	173	.07
Mathematics	67	42	.02	50	.02	92	.04
	66	70	.03	41	.02	111	.05
	65	66	.03	61	.02	127	.05
Music	67	14	.01	7	.00	21	.01
	66	8	.00	11	.00	19	.01
	65	17	.01	14	.01	31	.01
Sciences	67	162	.07	45	.02	207	.10
	66	184	.08	56	.02	240	.11
	65	191	.08	51	.02	242	.10
Social Sciences	67	142	.07	84	.04	226	.10
	66	147	.06	100	.04	247	.11
	65	159	.07	150	.06	309	.13
Speech[f]	67	2	.00	18	.01	20	.01
	66	4	.00	9	.00	13	.01
	65	-	-	-	-	-	-
Unspecified	67	359	.17	248	.11	607	.28
	66	241	.11	184	.08	425	.19
	65	256	.10	176	.07	432	.18
Total Arts and Sciences	67	794	.37	578	.27	1372	.63
	66	716	.31	534	.23	1250	.55
	65	759	.31	595	.24	1354	.55

Note. - Proportions based on total Freshman Class

* This table is presented because of the large percentage of students in Arts and Sciences.

Table 8: Arts and Sciences Curricula

CURRICULUM[d]	YEAR[e]	Males			Females			Total	
		N	Pr*	Pc†	N	Pr*	Pc†	N	Pr*
	67	14	.35	(.02)	26	.65	(.04)	40	1.00
Art	66	13	.25	(.02)	40	.75	(.07)	53	1.00
	65	5	.17	(.01)	25	.83	(.04)	30	1.00
	67	10	1.00	(.01)	-	-	(-)	10	1.00
Engineering	66	3	.75	(.00)	1	.25	(.00)	4	1.00
(5-year)	65	10	1.00	(.01)	-	-	(-)	10	1.00
	67	49	.33	(.06)	100	.67	(.17)	149	1.00
Humanities	66	46	.33	(.06)	92	.67	(.17)	138	1.00
	65	55	.32	(.07)	118	.68	(.20)	173	1.00
	67	42	.46	(.05)	50	.54	(.09)	92	1.00
Mathematics	66	70	.63	(.10)	41	.37	(.08)	111	1.00
	65	66	.52	(.09)	61	.48	(.10)	127	1.00
	67	14	.67	(.02)	7	.33	(.01)	21	1.00
Music	66	8	.42	(.01)	11	.58	(.02)	19	1.00
	65	17	.55	(.02)	14	.45	(.02)	31	1.00
	67	162	.78	(.20)	45	.22	(.08)	207	1.00
Sciences	66	184	.77	(.26)	56	.23	(.10)	240	1.00
	65	191	.79	(.25)	51	.21	(.09)	242	1.00
	67	142	.63	(.18)	84	.37	(.14)	226	1.00
Social	66	147	.60	(.21)	100	.40	(.19)	247	1.00
Sciences	65	159	.51	(.21)	150	.49	(.25)	309	1.00
	67	2	.10	(.00)	18	.90	(.03)	20	1.00
Speech[f]	66	4	.31	(.01)	9	.69	(.02)	13	1.00
	65	-	-	(-)	-	-	(-)	-	(-)
	67	359	.59	(.45)	248	.41	(.43)	607	1.00
Unspecified	66	241	.57	(.34)	184	.43	(.34)	425	1.00
	65	256	.59	(.34)	176	.41	(.30)	432	1.00
	67	794		1.00	578		1.00	1372	
Total	66	716		1.00	534		1.00	1250	
	65	759		1.00	595		1.00	1354	

*Pr = Proportion of row, e.g., in 1967, 35% of all Freshmen in Arts and Sciences who were in Art were males.

†Pc = Proportion of column, e.g., 2% of all Freshmen in Arts and Sciences who were males were in Art.

Table 9: Selected NYS Counties and Arts and Sciences Curricula, Sexes Combined

		CURRICULUM[d]								
		Art			Engineering (5-year)			Humanities		
COUNTY[g]	YEAR[e]	N	Pr*	Pc†	N	Pr*	Pc†	N	Pr*	Pc†
Buffalo[h]	67	8	.03	(.24)	2	.01	(.33)	44	.17	(.33)
	66	7	.03	(.16)	-	-	(-)	35	.14	(.27)
	65	4	.01	(.19)	1	.00	(.13)	45	.16	(.30)
Erie[h]	67	10	.03	(.30)	1	.00	(.17)	43	.14	(.32)
	66	15	.04	(.34)	2	.01	(.50)	47	.13	(.36)
	65	5	.01	(.24)	1	.00	(.13)	53	.15	(.36)
Kings	67	5	.07	(.15)	-	-	(-)	3	.04	(.02
	66	-	-	(-)	-	-	(-)	1	.02	(.01)
	65	3	.05	(.14)	-	-	(-)	2	.03	(.01)
Monroe	67	-	-	(-)	-	-	(-)	3	.07	(.02)
	66	1	.02	(.02)	-	-	(-)	4	.10	(.03)
	65	1	.02	(.05)	1	.02	(.13)	8	.15	(.05)
Nassau	67	5	.02	(.15)	3	.01	(.50)	18	.09	(.13)
	66	11	.09	(.25)	-	-	(-)	17	.13	(.13)
	65	4	.03	(.19)	2	.02	(.25)	12	.10	(.08)
Niagara	67	-	-	(-)	-	-	(-)	10	.22	(.07)
	66	3	.05	(.07)	1	.02	(.25)	9	.15	(.07)
	65	-	-	(-)	-	-	(-)	6	.09	(.04)
Onondaga	67	1	.04	(.03)	-	-	(-)	1	.04	(.01)
	66	-	-	(-)	-	-	(-)	3	.12	(.02)
	65	-	-	(-)	1	.05	(.13)	2	.10	(.01)
Queens	67	2	.02	(.06)	-	-	(-)	10	.08	(.07)
	66	2	.03	(.05)	1	.01	(.25)	9	.11	(.07)
	65	2	.03	(.10)	1	.01	(.13)	13	.18	(.09)
Westchester	67	1	.02	(.03)	-	-	(-)	2	.05	(.01)
	66	4	.13	(.09)	-	-	(-)	4	.13	(.03)
	65	1	.03	(.05)	1	.03	(.13)	5	.16	(.03)
Chautauqua	65	1	.06	(.05)	-	-	(-)	3	.18	(.02)
New York	66	1	.05	(.02)	-	-	(-)	1	.05	(.01)
Suffolk	67	1	.03	(.03)	-	-	(-)	-	-	(-)
Total	67	33		1.00	6		1.00	134		1.00
	66	44		1.00	4		1.00	130		1.00
	65	21		1.00	8		1.00	149		1.00

*Pr = Proportion of row, e.g., in 1967, 3% of all Freshmen in Arts and Sciences who were from Buffalo were in Art.

†Pc = Proportion of column, e.g., 24% of all Freshmen in Arts and Sciences (from these selected counties) who were in Art were from Buffalo.

Table 9: Comparisons between Selected NYS Counties and Arts and Sciences Curricula, Sexes Combined (Continued)

		CURRICULUM[d]								
		Mathematics			Music			Sciences		
COUNTY[g]	YEAR[e]	N	Pr*	Pc†	N	Pr*	Pc†	N	Pr*	Pc†
Buffalo[h]	67	18	.07	(.22)	9	.04	(.45)	37	.14	(.21)
	66	27	.11	(.30)	6	.02	(.35)	36	.15	(.18)
	65	24	.09	(.27)	6	.02	(.22)	52	.19	(.26)
Erie[h]	67	24	.08	(.30)	9	.03	(.45)	44	.14	(.25)
	66	38	.10	(.42)	8	.02	(.47)	73	.20	(.36)
	65	26	.07	(.30)	13	.04	(.48)	76	.21	(.38)
Kings	67	3	.04	(.04)	-	-	(-)	14	.21	(.08)
	66	-	-	(-)	-	-	(-)	13	.27	(.06)
	65	5	.08	(.06)	1	.02	(.04)	9	.15	(.05)
Monroe	67	3	.07	(.04)	-	-	(-)	9	.20	(.05)
	66	2	.05	(.02)	-	-	(-)	4	.10	(.02)
	65	5	.10	(.06)	-	-	(-)	9	.17	(.05)
Nassau	67	14	.07	(.17)	1	.00	(.05)	33	.16	(.18)
	66	11	.09	(.12)	1	.01	(.06)	24	.19	(.12)
	65	10	.08	(.11)	2	.02	(.07)	19	.16	(.10)
Niagara	67	4	.09	(.05)	-	-	(-)	8	.18	(.04)
	66	3	.05	(.03)	1	.02	(.06)	15	.25	(.07)
	65	7	.11	(.08)	2	.03	(.07)	17	.26	(.09)
Onondaga	67	3	.13	(.04)	-	-	(-)	10	.43	(.06)
	66	1	.04	(.01)	-	-	(-)	5	.19	(.02)
	65	1	.05	(.01)	-	-	(-)	1	.05	(.01)
Queens	67	9	.07	(.11)	-	-	(-)	17	.14	(.09)
	66	3	.04	(.03)	1	.01	(.06)	21	.27	(.10)
	65	6	.08	(.07)	1	.01	(.04)	7	.10	(.04)
Westchester	67	1	.02	(.01)	1	.02	(.05)	3	.07	(.02)
	66	3	.10	(.03)	-	-	(-)	5	.16	(.02)
	65	2	.06	(.02)	1	.03	(.04)	6	.19	(.03)
Chautauqua	65	2	.12	(.02)	1	.06	(.04)	2	.12	(.01)
New York	66	2	.09	(.02)	-	-	(-)	6	.27	(.03)
Suffolk	67	1	.03	(.01)	-	-	(-)	4	.14	(.02)
Total	67	80		1.00	20		1.00	179		1.00
	66	90		1.00	17		1.00	202		1.00
	65	88		1.00	27		1.00	198		1.00

*Pr = Proportion of row, e.g., in 1967, 7% of all Freshmen in Arts and Sciences who were from Buffalo were in Mathematics.

†Pc = Proportion of column, e.g., 22% of all Freshmen in Arts and Sciences (from the selected counties) who were in Mathematics were from Buffalo.

Table 9: Comparisons between Selected NYS Counties and Arts and Sciences Curricula, Sexes Combined (Continued)

		CURRICULUM[d]					
		Social Sciences			Speech[f]		
COUNTY[g]	YEAR[e]	N	Pr*	Pc†	N	Pr*	Pc†
Buffalo[h]	67	48	.19	(.26)	3	.01	(.17)
	66	60	.24	(.30)	2	.01	(.20)
	65	70	.25	(.28)			
Erie[h]	67	46	.15	(.25)	6	.02	(.33)
	66	62	.17	(.31)	4	.01	(.40)
	65	71	.20	(.28)			
Kings	67	13	.19	(.07)	1	.01	(.06)
	66	10	.21	(.05)	-	-	(-)
	65	17	.28	(.07)			
Monroe	67	3	.07	(.02)	1	.02	(.06)
	66	11	.27	(.06)	-	-	(-)
	65	17	.33	(.07)			
Nassau	67	31	.15	(.17)	6	.03	(.33)
	66	17	.13	(.09)	2	.02	(.20)
	65	32	.26	(.13)			
Niagara	67	6	.13	(.03)	-	-	(-)
	66	8	.14	(.04)	-	-	(-)
	65	13	.20	(.05)			
Onondaga	67	2	.09	(.01)	-	-	(-)
	66	4	.15	(.02)	-	-	(-)
	65	4	.19	(.02)			
Queens	67	18	.14	(.10)	1	.01	(.06)
	66	17	.22	(.09)	1	.01	(.10)
	65	14	.19	(.06)			
Westchester	67	10	.24	(.05)	-	-	(-)
	66	2	.06	(.01)	1	.03	(.10)
	65	9	.29	(.04)			
Chautauqua	65	3	.18	(.01)			
New York	66	7	.32	(.04)	-	-	(-)
Suffolk	67	6	.21	(.03)	-	-	(-)
Total	67	183		1.00	18		1.00
	66	198		1,00	10		1.00
	65	250		1.00			

*Pr = Proportion of row, e.g., in 1967, 19% of all Freshmen in Arts and Sciences who were from Buffalo were in Social Sciences.

†Pc = Proportion of column, e.g., 26% of all Freshmen in Arts and Sciences (from the selected counties) who were in Social Studies were from Buffalo.

Table 9: Comparisons between Selected NYS Counties and Arts and Sciences Curricula, Sexes Combined (Continued)

		CURRICULUM[d]				
		Unspecified			Total	
COUNTY[g]	YEAR[e]	N	Pr*	Pc†	N	Pr*
Buffalo[h]	67	88	.34	(.18)	257	1.00
	66	74	.30	(.21)	247	1.00
	65	76	.27	(.22)	278	1.00
Erie[h]	67	126	.41	(.25)	309	1.00
	66	119	.32	(.34)	368	1.00
	65	114	.32	(.34)	359	1.00
Kings	67	28	.42	(.06)	67	1.00
	66	24	.50	(.07)	48	1.00
	65	23	.38	(.07)	60	1.00
Monroe	67	25	.57	(.05)	44	1.00
	66	18	.45	(.05)	40	1.00
	65	11	.21	(.03)	52	1.00
Nassau	67	99	.47	(.20)	210	1.00
	66	45	.35	(.13)	128	1.00
	65	41	.34	(.12)	122	1.00
Niagara	67	17	.38	(.03)	45	1.00
	66	19	.32	(.05)	59	1.00
	65	21	.32	(.06)	66	1.00
Onondaga	67	6	.26	(.01)	23	1.00
	66	13	.50	(.04)	26	1.00
	65	12	.57	(.04)	21	1.00
Queens	67	68	.54	(.14)	125	1.00
	66	24	.30	(.07)	79	1.00
	65	29	.40	(.09)	73	1.00
Westchester	67	24	.57	(.05)	42	1.00
	66	12	.39	(.03)	31	1.00
	65	6	.19	(.02)	31	1.00
Chautauqua	65	5	.29	(.01)	17	1.00
New York	66	5	.23	(.01)	22	1.00
Suffolk	67	17	.59	(.03)	29	1.00
Total	67	498		1.00	1151	1.00
	66	353		1.00	1048	1.00
	65	338		1.00	1079	1.00

*Pr = Proportion of row, e.g., in 1967, 34% of all Freshmen in Arts and Sciences who were from Buffalo did not specify a major.

†Pc = Proportion of column of column, e.g., 18% of all Freshmen in Arts and Sciences (from the selected counties) who did not specify a major were from Buffalo.

Table 10: Selected NYS Counties and Arts and Sciences Curricula, Males

		CURRICULUM[d]								
		Art			Engineering (5-year)			Humanities		
COUNTY[g]	YEAR[e]	N	Pr*	Pc†	N	Pr*	Pc†	N	Pr*	Pc†
Buffalo[h]	67	4	.03	(.33)	2	.01	(.33)	22	.14	(.49)
	66	2	.01	(.20)	–	–	(–)	16	.11	(.35)
	65	1	.01	(.20)	1	.07	(.13)	20	.12	(.43)
Erie[h]	67	4	.02	(.33)	1	.01	(.17)	11	.06	(.24)
	66	4	.02	(.40)	2	.01	(.67)	19	.09	(.41)
	65	4	.02	(.80)	1	.00	(.13)	14	.07	(.30)
Kings	67	2	.05	(.17)	–	–	(–)	1	.02	(.02)
	66	–	–	(–)	–	–	(–)	–	–	(–)
	65	–	–	(–)	–	–	(–)	–	–	(–)
Monroe	67	–	–	(–)	–	–	(–)	2	.07	(.04)
	66	1	.04	(.10)	–	–	(–)	2	.08	(.04)
	65	–	–	(–)	1	.03	(.13)	2	.07	(.04)
Nassau	67	2	.02	(.17)	3	.03	(.50)	3	.03	(.07)
	66	1	.02	(.10)	–	–	(–)	2	.04	(.04)
	65	–	–	(–)	2	.03	(.25)	1	.02	(.02)
Niagara	67	–	–	(–)	–	–	(–)	3	.10	(.07)
	66	2	.05	(.20)	1	.02	(.33)	4	.09	(.09)
	65	–	–	(–)	–	–	(–)	2	.04	(.04)
Onondaga	67	–	–	(–)	–	–	(–)	–	–	(–)
	66	–	–	(–)	–	–	(–)	–	–	(–)
	65	–	–	(–)	1	.10	(.13)	–	–	(–)
Queens	67	–	–	(–)	–	–	(–)	3	.04	(.07)
	66	–	–	(–)	–	–	(–)	–	–	(–)
	65	–	–	(–)	1	.03	(.13)	3	.08	(.07)
Westchester	67	–	–	(–)	–	–	(–)	–	–	(–)
	66	–	–	(–)	–	–	(–)	2	.25	(.04)
	65	–	–	(–)	1	.07	(.13)	1	.07	(.02)
Chautauqua	65	–	–	(–)	–	–	(–)	3	.27	(.07)
New York	66	–	–	(–)	–	–	(–)	1	.07	(.02)
Suffolk	67	–	–	(–)	–	–	(–)	–	–	(–)
Total	67	12		1.00	6		1.00	45		1.00
	66	10		1.00	3		1.00	46		1.00
	65	5		1.00	8		1.00	46		1.00

*Pr = Proportion of row, e.g., in 1967, 3% of all males in Arts and Sciences who were from Buffalo were in Art.

†Pc = Proportion of column, e.g., 33% of all males in Arts and Sciences (from the selected counties) who were Art majors were from Buffalo.

Table 10: Selected NYS Counties and Arts and Sciences Curricula, Males (Cont'd)

COUNTY[g]	YEAR[c]	CURRICULUM[d] Mathematics N	Pr*	Pc†	Music N	Pr*	Pc†	Sciences N	Pr*	Pc†
Buffalo[h]	67	10	.07	(.28)	6	.04	(.43)	23	.15	(.16)
	66	19	.13	(.33)	3	.02	(.38)	26	.17	(.17)
	65	12	.07	(.26)	5	.03	(.33)	40	.25	(.25)
Erie[h]	67	12	.07	(.33)	7	.04	(.50)	38	.22	(.27)
	66	30	.13	(.52)	3	.01	(.38)	57	.26	(.37)
	65	17	.08	(.36)	6	.03	(.40)	59	.28	(.37)
Kings	67	1	.02	(.03)	-	-	(-)	10	.24	(.07)
	66	-	-	(-)	-	-	(-)	9	.30	(.06)
	65	2	.07	(.04)	-	-	(-)	8	.28	(.05)
Monroe	67	1	.04	(.03)	-	-	(-)	9	.32	(.06)
	66	1	.04	(.02)	-	-	(-)	4	.15	(.03)
	65	4	.13	(.09)	-	-	(-)	6	.20	(.04)
Nassau	67	6	.06	(.17)	-	-	(-)	27	.25	(.19)
	66	3	.07	(.05)	-	-	(-)	15	.33	(.10)
	65	3	.05	(.06)	1	.02	(.07)	16	.26	(.10)
Niagara	67	3	.10	(.08)	-	-	(-)	7	.23	(.05)
	66	1	.02	(.02)	1	.02	(.13)	14	.33	(.09)
	65	6	.13	(.13)	2	.04	(.13)	16	.35	(.10)
Onondaga	67	1	.08	(.03)	-	-	(-)	7	.54	(.05)
	66	1	.06	(.02)	-	-	(-)	3	.19	(.02)
	65	-	-	(-)	-	-	(-)	1	.10	(.01)
Queens	67	-	-	(-)	-	-	(-)	12	.18	(.09)
	66	3	.07	(.05)	1	.02	(.13)	19	.46	(.12)
	65	1	.03	(.02)	-	-	(-)	6	.16	(.04)
Westchester	67	1	.04	(.03)	1	.04	(.07)	3	.11	(.02)
	66	-	-	(-)	-	-	(-)	3	.38	(.02)
	65	-	-	(-)	-	-	(-)	6	.40	(.04)
Chautauqua	65	2	.18	(.04)	1	.09	(.07)	-	-	(-)
New York	66	-	-	(-)	-	-	(-)	5	.33	(.03)
Suffolk	67	1	.05	(.03)	-	-	(-)	4	.20	(.03)
Total	67	36		1.00	14		1.00	140		1.00
	66	58		1.00	8		1.00	155		1.00
	65	47		1.00	15		1.00	158		1.00

*Pr = Proportion of row, e.g., in 1967, 7% of all males in Arts and Sciences who were from Buffalo were in Mathematics.

†Pc = Proportion of column, e.g., 28% of all males in Arts and Sciences (from the selected counties) who were in Mathematics were from Buffalo.

Table 10: Selected NYS Counties and Arts and Sciences Curricula, Males (Continued)

		CURRICULUM[d]					
		Social Sciences			Speech[f]		
COUNTY[g]	YEAR[e]	N	Pr*	Pc†	N	Pr*	Pc†
Buffalo[h]	67	31	.20	(.26)	2	.01	1.00
	66	39	.26	(.35)	–	–	(–)
	65	41	.25	(.31)			
Erie[h]	67	32	.19	(.27)	–	–	(–)
	66	35	.16	(.31)	2	.01	1.00
	65	35	.16	(.27)			
Kings	67	9	.21	(.08)	–	–	(–)
	66	8	.27	(.07)	–	–	(–)
	65	6	.21	(.05)			
Monroe	67	2	.07	(.02)	–	–	(–)
	66	5	.19	(.04)	–	–	(–)
	65	12	.40	(.09)			
Nassau	67	12	.11	(.10)	–	–	(–)
	66	4	.09	(.04)	–	–	(–)
	65	16	.26	(.12)			
Niagara	67	5	.16	(.04)	–	–	(–)
	66	5	.12	(.04)	–	–	(–)
	65	5	.11	(.04)			
Onondaga	67	2	.15	(.02)	–	–	(–)
	66	4	.25	(.04)	–	–	(–)
	65	1	.10	(.01)			
Queens	67	13	.19	(.11)	–	–	(–)
	66	8	.20	(.07)	–	–	(–)
	65	10	.26	(.08)			
Westchester	67	9	.32	(.08)	–	–	(–)
	66	–	–	(–)	–	–	(–)
	65	4	.27	(.03)			
Chautauqua	65	2	.18	(.02)			
New York	66	4	.27	(.04)	–	–	(–)
Suffolk	67	4	.20	(.03)	–	–	(–)
Total	67	119		1.00	2		1.00
	66	112		1.00	2		1.00
	65	132		1.00			

*Pr = Proportion of row, e.g., in 1967, 20% of all males in Arts and Sciences who were from Buffalo were in Social Sciences.

†Pc = Proportion of column, e.g., 26% of all males in Arts and Sciences(from) the selected counties) who were in Social Studies were from Buffalo.

Table 10: Selected NYS Counties and Arts and Sciences Curricula, Males (Continued)

		CURRICULUM[d]				
		Unspecified			Total	
COUNTY[g]	YEAR[e]	N	Pr*	Pc†	N	Pr*
Buffalo[h]	67	52	.34	(.18)	152	1.00
	66	44	.30	(.22)	149	1.00
	65	41	.25	(.20)	161	1.00
Erie[h]	67	67	.39	(.23)	172	1.00
	66	71	.32	(.35)	223	1.00
	65	78	.36	(.38)	214	1.00
Kings	67	19	.45	(.07)	42	1.00
	66	13	.43	(.06)	30	1.00
	65	13	.45	(.06)	29	1.00
Monroe	67	14	.50	(.05)	28	1.00
	66	13	.50	(.06)	26	1.00
	65	5	.17	(.02)	30	1.00
Nassau	67	54	.50	(.19)	107	1.00
	66	21	.46	(.10)	46	1.00
	65	22	.36	(.11)	61	1.00
Niagara	67	13	.42	(.05)	31	1.00
	66	15	.35	(.07)	43	1.00
	65	15	.33	(.07)	46	1.00
Onondaga	67	3	.23	(.01)	13	1.00
	66	8	.50	(.04)	16	1.00
	65	7	.70	(.03)	10	1.00
Queens	67	40	.59	(.14)	68	1.00
	66	10	.24	(.05)	41	1.00
	65	17	.45	(.08)	38	1.00
Westchester	67	14	.50	(.05)	28	1.00
	66	3	.38	(.01)	8	1.00
	65	3	.20	(.01)	15	1.00
Chautauqua	65	3	.27	(.01)	11	1.00
New York	66	5	.33	(.02)	15	1.00
Suffolk	67	11	.55	(.04)	20	1.00
Total	67	287		1.00	661	1.00
	66	203		1.00	597	1.00
	65	204		1.00	615	1.00

*Pr = Proportion of row, e.g., in 1967, 34% of all males in Arts and Sciences who were from Buffalo did not specify a major.

†Pc = Proportion of column, e.g., 18% of all males in Arts and Sciences (from) the selected counties) who did not specify a major were from Buffalo.

Table 11: Selected NYS Counties and Arts and Sciences Curricula, Females

		CURRICULUM[d]								
		Art			Engineering (5-year)			Humanities		
COUNTY[g]	YEAR[e]	N	Pr*	Pc†	N	Pr*	Pc†	N	Pr*	Pc†
Buffalo[h]	67	4	.04	(.19)	-	-	(-)	22	.21	(.25)
	66	5	.05	(.15)	-	-	(-)	19	.19	(.23)
	65	3	.03	(.19)	-	-	(-)	25	.21	(.24)
Erie[h]	67	6	.04	(.29)	-	-	(-)	32	.23	(.36)
	66	11	.08	(.32)	-	-	(-)	28	.19	(.33)
	65	1	.01	(.06)	-	-	(-)	39	.27	(.38)
Kings	67	3	.12	(.14)	-	-	(-)	2	.08	(.02)
	66	-	-	(-)	-	-	(-)	1	.06	(.01)
	65	3	.10	(.19)	-	-	(-)	2	.06	(.02)
Monroe	67	-	-	(-)	-	-	(-)	1	.06	(.01)
	66	-	-	(-)	-	-	(-)	2	.14	(.02)
	65	1	.05	(.06)	-	-	(-)	6	.27	(.06)
Nassau	67	3	.03	(.14)	-	-	(-)	15	.15	(.17)
	66	10	.12	(.29)	-	-	(-)	15	.18	(.18)
	65	4	.07	(.25)	-	-	(-)	11	.18	(.11)
Niagara	67	-	-	(-)	-	-	(-)	7	.50	(.08
	66	1	.06	(.03)	-	-	(-)	5	.31	(.06)
	65	-	-	(-)	-	-	(-)	4	.20	(.04)
Onondaga	67	1	.10	(.05)	-	-	(-)	1	.10	(.01)
	66	-	-	(-)	-	-	(-)	3	.30	(.04)
	65	-	-	(-)	-	-	(-)	2	.18	(.02)
Queens	67	2	.04	(.10)	-	-	(-)	7	.12	(.08)
	66	2	.05	(.06)	1	.03	1.00	9	.24	(.11)
	65	2	.06	(.13)	-	-	(-)	10	.29	(.10)
Westchester	67	1	.07	(.05)	-	-	(-)	2	.14	(.02)
	66	4	.17	(.12)	-	-	(-)	2	.09	(.02)
	65	1	.06	(.06)	-	-	(-)	4	.25	(.04)
Chautauqua	65	1	.17	(.06)	-	-	(-)	-	-	(-)
New York	66	1	.14	(.03)	-	-	(-)	-	-	(-)
Suffolk	67	1	.11	(.05)	-	-	(-)	-	-	(-)
Total	67	21		1.00	-		-	89		1.00
	66	34		1.00	1		1.00	84		1.00
	65	16		1.00	-		-	103		1.00

*Pr = Proportion of row, e.g., in 1967, 4% of all females in Arts and Sciences who were from Buffalo were in Art.

†Pc = Proportion of column, e.g., 19% of all females in Arts and Sciences (from the selected counties) who were in Art were from Buffalo.

Table 11: Selected NYS Counties and Arts and Sciences, Curricula, Females (Continued)

		CURRICULUM[d]								
		Mathematics			Music			Sciences		
COUNTY[g]	YEAR[e]	N	Pr*	Pc†	N	Pr*	Pc†	N	Pr*	Pc†
Buffalo[h]	67	8	.08	(.18)	3	.03	(.50)	14	.13	(.36)
	66	8	.08	(.25)	3	.03	(.33)	10	.10	(.21)
	65	12	.10	(.29)	1	.01	(.08)	12	.10	(.30)
Erie[h]	67	12	.09	(.27)	2	.01	(.33)	6	.04	(.15)
	66	8	.06	(.25)	5	.03	(.56)	16	.11	(.34)
	65	9	.06	(.22)	7	.05	(.58)	17	.12	(.42)
Kings	67	2	.08	(.05)	-	-	(-)	4	.16	(.10)
	66	-	-	(-)	-	-	(-)	4	.22	(.09)
	65	3	.10	(.07)	1	.03	(.08)	1	.03	(.02)
Monroe	67	2	.13	(.05)	-	-	(-)	-	-	(-)
	66	1	.07	(.03)	-	-	(-)	-	-	(-)
	65	1	.05	(.02)	-	-	(-)	3	.14	(.07)
Nassau	67	8	.08	(.18)	1	.01	(.17)	6	.06	(.15)
	66	8	.10	(.25)	1	.01	(.11)	9	.11	(.19)
	65	7	.11	(.17)	1	.02	(.08)	3	.05	(.07)
Niagara	67	1	.07	(.02)	-	-	(-)	1	.07	(.03)
	66	2	.13	(.06)	-	-	(-)	1	.06	(.02)
	65	1	.05	(.02)	-	-	(-)	1	.05	(.02)
Onondaga	67	2	.20	(.05)	-	-	(-)	3	.30	(.08)
	66	-	-	(-)	-	-	(-)	2	.20	(.04)
	65	1	.09	(.02)	-	-	(-)	-	-	(-)
Queens	67	9	.16	(.20)	-	-	(-)	5	.09	(.13)
	66	-	-	(-)	-	-	(-)	2	.05	(.04)
	65	5	.14	(.12)	1	.03	(.08)	1	.03	(.02)
Westchester	67	-	-	(-)	-	-	(-)	-	-	(-)
	66	3	.13	(.09)	-	-	(-)	2	.09	(.04)
	65	2	.13	(.05)	1	.06	(.08)	-	-	(-)
Chautauqua	65	-	-	(-)	-	-	(-)	2	.33	(.05)
New York	66	2	.29	(.06)	-	-	(-)	1	.14	(.02)
Suffolk	67	-	-	(-)	-	-	(-)	-	-	(-)
Total	67	44		1.00	6		1.00	39		1.00
	66	32		1.00	9		1.00	47		1.00
	65	41		1.00	12		1.00	40		1.00

*Pr = Proportion of row, e.g., in 1967, 8% of all females in Arts and Sciences who were from Buffalo were in Mathematics.

†Pc = Proportion of column, e.g., 18% of all females in Arts and Sciences (from the selected counties) who were in Mathematics were from Buffalo.

Table 11. Selected NYS Counties and Arts and Sciences Curricula, Females (Continued)

		CURRICULUM[d]					
		Social Sciences			Speech[f]		
COUNTY[g]	YEAR[e]	N	Pr*	Pc†	N	Pr*	Pc†
	67	17	.16	(.27)	1	.01	(.06)
Buffalo[h]	66	21	.21	(.24)	2	.02	(.25)
	65	29	.25	(.25)			
	67	14	.10	(.22)	6	.04	(.38)
Erie[h]	66	27	.19	(.31)	2	.01	(.25)
	65	36	.25	(.31)			
	67	4	.16	(.06)	1	.04	(.06)
Kings	66	2	.11	(.02)	-	-	(-)
	65	11	.35	(.09)			
	67	1	.06	(.02)	1	.06	(.06)
Monroe	66	6	.43	(.07)	-	-	(-)
	65	5	.23	(.04)			
	67	19	.18	(.30)	6	.06	(.38)
Nassau	66	13	.16	(.15)	2	.02	(.25)
	65	16	.26	(.14)			
	67	1	.07	(.02)	-	-	(-)
Niagara	66	3	.19	(.03)	-	-	(-)
	65	8	.40	(.07)			
	67	-	-	(-)	-	-	(-)
Onondaga	66	-	-	(-)	-	-	(-)
	65	3	.27	(.03)			
	67	5	.09	(.08)	1	.02	(.06)
Queens	66	9	.24	(.10)	1	.03	(.13)
	65	4	.11	(.03)			
	67	1	.07	(.02)	-	-	(-)
Westchester	66	2	.09	(.02)	1	.04	(.13)
	65	5	.31	(.04)			
Chautauqua	65	1	.17	(.01)			
New York	66	3	.43	(.03)	-	-	(-)
Suffolk	67	2	.22	(.03)	-	-	(-)
	67	64		1.00	16		1.00
Total	66	86		1.00	8		1.00
	65	118		1.00			

*Pr = Proportion of row, e.g., in 1967, 16% of all females in Arts and Sciences who were from Buffalo were in Social Sciences.

†Pc = Proportion of column, e.g., 27% of all females in Arts and Sciences (from the selected counties) who were in Social Studies were from Buffalo.

Table 11: Selected NYS Counties and Arts and Sciences Curricula, Females (Cont'd)

		CURRICULUM[d]				
		Unspecified			Total	
COUNTY[g]	YEAR[e]	N	Pr*	Pc†	N	Pr*
Buffalo[h]	67	36	.34	(.17)	105	1.00
	66	30	.31	(.20)	98	1.00
	65	35	.30	(.26)	117	1.00
Erie[h]	67	59	.43	(.28)	137	1.00
	66	48	.33	(.32)	145	1.00
	65	36	.25	(.27)	145	1.00
Kings	67	9	.36	(.04)	25	1.00
	66	11	.61	(.07)	18	1.00
	65	10	.32	(.07)	31	1.00
Monroe	67	11	.69	(.05)	16	1.00
	66	5	.36	(.03)	14	1.00
	65	6	.27	(.04)	22	1.00
Nassau	67	45	.44	(.21)	103	1.00
	66	24	.29	(.16)	82	1.00
	65	19	.31	(.14)	61	1.00
Niagara	67	4	.29	(.02)	14	1.00
	66	4	.25	(.03)	16	1.00
	65	6	.30	(.04)	20	1.00
Onondaga	67	3	.30	(.01)	10	1.00
	66	5	.50	(.03)	10	1.00
	65	5	.45	(.04)	11	1.00
Queens	67	28	.49	(.13)	57	1.00
	66	14	.37	(.09)	38	1.00
	65	12	.34	(.09)	35	1.00
Westchester	67	10	.71	(.05)	14	1.00
	66	9	.39	(.06)	23	1.00
	65	3	.19	(.02)	16	1.00
Chautauqua	65	2	.33	(.01)	6	1.00
New York	66	-	-	(-)	7	1.00
Suffolk	67	6	.67	(.03)	9	1.00
Total	67	211		1.00	490	1.00
	66	150		1.00	451	1.00
	65	134		1.00	464	1.00

*Pr = Proportion of row, e.g., in 1967, 34% of all females in Arts and Sciences who were from Buffalo did not specify a major.

†Pc = Proportion of column, e.g., 17% of all females in Arts and Sciences (from the selected counties) who did not specify a major were from Buffalo.

Table 12: Engineering Curricula

		Males			Females			Total	
CURRICULUM	YEAR	N	Pr*	Pc†	N	Pr*	Pc†	N	Pr*
	67	12	.92	(.04)	1	.08	(.14)	13	1.00
Chemical	66	30	.97	(.08)	1	.03	(.14)	31	1.00
	65	34	1.00	(.10)	-	-	(-)	34	1.00
	64	55	1.00	(.14)	-	-	(-)	55	1.00
	67	15	.94	(.05)	1	.06	(.14)	16	1.00
Civil	66	30	1.00	(.08)	-	-	(-)	30	1.00
	65	32	.97	(.09)	1	.03	(.14)	33	1.00
	64	63	.98	(.16)	1	.02	(.20)	64	1.00
	67	34	1.00	(.11)	-	-	(-)	34	1.00
Electrical	66	67	.99	(.19)	1	.01	(.14)	68	1.00
	65	66	.99	(.19)	1	.01	(.14)	67	1.00
	64	145	.98	(.37)	3	.02	(.60)	148	1.00
	67	-	-	(-)	-	-	(-)	-	(-)
Industrial	66	3	1.00	(.01)	-	-	(-)	3	1.00
	65	7	1.00	(.02)	-	-	(-)	7	1.00
	64	13	1.00	(.03)	-	-	(-)	13	1.00
	67	48	1.00	(.16)	-	-	(-)	48	1.00
Inter-disciplinary	66	13	1.00	(.04)	-	-	(-)	13	1.00
	65	4	1.00	(.01)	-	-	(-)	4	1.00
	64	6	1.00	(.02)	-	-	(-)	6	1.00
	67	7	.88	(.02)	1	.13	(.14)	8	1.00
Mechanical	66	16	1.00	(.05)	-	-	(-)	16	1.00
	65	36	.98	(.10)	1	.02	(.14)	37	1.00
	64	61	1.00	(.16)	-	-	(-)	61	1.00
	67	190	.98	(.62)	4	.02	(.57)	194	1.00
Unspecified	66	196	.98	(.55)	5	.02	(.71)	201	1.00
	65	167	.98	(.48)	4	.02	(.57)	171	1.00
	64	45	.98	(.12)	1	.02	(.20)	46	1.00
	67	306		1.00	7		1.00	313	
Total	66	355		1.00	7		1.00	362	
	65	346		1.00	7		1.00	353	
	64	388		1.00	5		1.00	393	

*Pr = Proportion of row, e.g., in 1967, 92% of all Freshmen in Engineering who were in Chemical Engineering were males.

†Pc = Proportion of column, e.g., 4% of all Freshmen in Engineering who were males were in Chemical Engineering.

Table 13: Selected NYS Counties and Engineering Curricula, Sexes Combined

		CURRICULUM								
		Chemical			Civil			Electrical		
COUNTY[g]	YEAR	N	Pr*	Pc†	N	Pr*	Pc†	N	Pr*	Pc†
Buffalo[h]	67	7	.12	(.78)	2	.04	(.22)	7	.12	(.29)
	66	12	.14	(.44)	6	.07	(.32)	16	.18	(.28)
	65	5	.05	(.18)	4	.04	(.17)	26	.28	(.46)
	64	15	.15	(.31)	15	.15	(.28)	49	.49	(.39)
Erie[h]	67	2	.02	(.22)	3	.03	(.33)	15	.16	(.63)
	66	7	.05	(.26)	10	.07	(.53)	28	.20	(.49)
	65	14	.12	(.50)	14	.12	(.58)	21	.18	(.38)
	64	19	.14	(.40)	23	.17	(.43)	49	.35	(.39)
Kings	67	-	-	(-)	1	.13	(.11)	-	-	(-)
	66	-	-	(-)	-	-	(-)	1	.33	(.02)
	65	-	-	(-)	-	-	(-)	1	.33	(.02)
	64	1	.20	(.02)	1	.20	(.02)	2	.40	(.02)
Monroe	67	-	-	(-)	1	.09	(.11)	1	.09	(.04)
	66	3	.20	(.11)	2	.13	(.11)	-	-	(-)
	65	2	.18	(.07)	-	-	(-)	2	.18	(.04
	64	1	.11	(.02)	2	.22	(.04)	2	.22	(.02)
Nassau	67	-	-	(-)	-	-	(-)	-	-	(-)
	66	1	.07	(.04)	-	-	(-)	3	.21	(.05)
	65	-	-	(-)	-	-	(-)	1	.13	(.02)
	64	2	.18	(.04)	2	.18	(.04)	4	.36	(.03)
Niagara	67	-	-	(-)	-	-	(-)	1	.07	(.04)
	66	3	.12	(.11)	1	.04	(.05)	7	.28	(.12)
	65	3	.14	(.11)	3	.14	(.13)	4	.19	(.07)
	64	6	.16	(.13)	4	.11	(.08)	13	.34	(.10)
Onondaga	67	-	-	(-)	-	-	(-)	-	-	(-)
	66	-	-	(-)	-	-	(-)	1	.20	(.02)
	65	2	.22	(.07)	1	.11	(.04)	-	-	(-)
	64	2	.15	(.04)	5	.38	(.09)	2	.15	(.02)
Queens	67	-	-	(-)	-	-	(-)	-	-	(-)
	66	-	-	(-)	-	-	(-)	1	.33	(.02)
	65	1	.14	(.04)	2	.29	(.08)	-	-	(-)
	64	-	-	(-)	-	-	(-)	1	.33	(.01)
Westchester	67	-	-	(-)	1	.20	(.11)	-	-	(-)
	66	-	-	(-)	-	-	(-)	-	-	(-)
	65	-	-	(-)	-	-	(-)	-	-	(-)
	64	1	.25	(.02)	-	-	(-)	2	.50	(.02)
Bronx	64	-	-	(-)	1	.50	(.02)	-	-	(-)
Chautauqua	65	1	.17	(.04)	-	-	(-)	1	.17	(.02)
New York	66	1	1.00	(.04)	-	-	(-)	-	-	(-)
Schenectady	64	1	.25	(.02)	-	-	(-)	2	.50	(.02)
Suffolk	67	-	-	(-)	1	.17	(.11)	-	-	(-)
Total	67	9		1.00	9		1.00	24		1.00
	66	27		1.00	19		1.00	57		1.00
	65	28		1.00	24		1.00	56		1.00
	64	48		1.00	53		1.00	126		1.00

*Pr = Proportion of row, e.g., in 1967, 12% of all Freshmen in Engineering who were from Buffalo were in Chemical Engineering.

†Pc = Proportion of column, e.g., 78% of all Freshmen in Engineering (from the selected counties) who were in Chemical Engineering were from Buffalo.

Table 13: Selected NYS Counties and Engineering Curricula, Sexes Combined (Continued)

		CURRICULUM[d]							
		Mechanical			Other[j]			Total	
COUNTY[g]	YEAR	N	Pr*	Pc†	N	Pr*	Pc†	N	Pr*
Buffalo[h]	67	-	-	(-)	41	.72	(.23)	57	1.00
	66	4	.05	(.40)	50	.57	(.28)	88	1.00
	65	6	.06	(.25)	53	.56	(.36)	94	1.00
	64	13	.13	(.27)	8	.08	(.15)	100	1.00
Erie[h]	67	2	.02	(.33)	71	.76	(.39)	93	1.00
	66	5	.04	(.50)	88	.64	(.49)	138	1.00
	65	13	.11	(.54)	56	.47	(.38)	118	1.00
	64	24	.17	(.50)	24	.17	(.45)	139	1.00
Kings	67	-	-	(-)	7	.88	(.04)	8	1.00
	66	-	-	(-)	2	.67	(.01)	3	1.00
	65	-	-	(-)	2	.67	(.01)	3	1.00
	64	1	.20	(.02)	-	-	(-)	5	1.00
Monroe	67	1	.09	(.17)	8	.73	(.04)	11	1.00
	66	-	-	(-)	10	.67	(.06)	15	1.00
	65	2	.18	(.08)	5	.45	(.03)	11	1.00
	64	2	.22	(.04)	2	.22	(.04)	9	1.00
Nassau	67	2	.12	(.33)	15	.88	(.08)	17	1.00
	66	-	-	(-)	10	.71	(.06)	14	1.00
	65	1	.13	(.04)	6	.75	(.04)	8	1.00
	64	1	.09	(.02)	2	.18	(.04)	11	1.00
Niagara	67	-	-	(-)	14	.93	(.08)	15	1.00
	66	1	.04	(.10)	13	.52	(.07)	25	1.00
	65	1	.05	(.04)	10	.48	(.07)	21	1.00
	64	5	.13	(.10)	10	.26	(.19)	38	1.00
Onondaga	67	1	.10	(.17)	9	.90	(.05)	10	1.00
	66	-	-	(-)	4	.80	(.02)	5	1.00
	65	-	-	(-)	6	.67	(.04)	9	1.00
	64	-	-	(-)	4	.31	(.08)	13	1.00
Queens	67	-	-	(-)	6	1.00	(.03)	6	1.00
	66	-	-	(-)	2	.67	(.01)	3	1.00
	65	-	-	(-)	4	.57	(.03)	7	1.00
	64	1	.33	(.02)	1	.33	(.02)	3	1.00
Westchester	67	-	-	(-)	4	.80	(.02)	5	1.00
	66	-	-	(-)	2	1.00	(.01)	2	1.00
	65	-	-	(-)	2	1.00	(.01)	2	1.00
	64	-	-	(-)	1	.25	(.02)	4	1.00
Bronx	64	-	-	(-)	1	.50	(.02)	2	1.00
Chautauqua	65	1	.17	(.04)	3	.50	(.02)	6	1.00
New York	66	-	-	(-)	-	-	(-)	1	1.00
Schenectady	64	1	.25	(.02)	-	-	(-)	4	1.00
Suffolk	67	-	-	(-)	5	.83	(.03)	6	1.00
Total	67	6		1.00	180		1.00	228	1.00
	66	10		1.00	181		1.00	294	1.00
	65	24		1.00	147		1.00	279	1.00
	64	48		1.00	53		1.00	328	1.00

*Pr = Proportion of row, e.g., in 1966, 5% of all Freshmen in Engineering who were from Buffalo were in Mechanical Engineering.

†Pc = Proportion for column, e.g., 40% of all Freshmen in Engineering (from the selected counties) who were in Mechanical Engineering were from Buffalo.

FOOTNOTES

[a] In this and succeeding tables, Secondary Education is included in the field of Arts and Sciences for the 1964 Freshman Class, but is listed separately for the 1965, 1966 and 1967 Classes, thereby reducing the Arts and Sciences field in 1965, 1966 and 1967 proportionately.

[b] New field in 1966 at the undergraduate level. In 1966 there were one male and three females in the field, but their counties of residence were not known. Therefore, Social Welfare is not included in all tables.

[c] Field being phased out. No Freshmen admitted in 1967.

[d] See Appendix 1 for list of majors included in each curriculum.

[e] For Tables 7 and 8, data for 1964 has been omitted due to a change in the format of the census report from 1964, precluding a comparison of 1966 and 1965 Freshmen with the 1964 Freshmen.

[f] In 1965, Speech Education and Speech and Hearing Education for the Handicapped were in Arts and Sciences; Drama and Speech and Speech Pathology were in Secondary Education. In 1966 and 1967, the above situation was reversed.

[g] Those counties having 30 or more Freshman students enrolled at SUNYAB. A blank indicates that the county did not meet the minimum N for that year.

[h] In all the tables listing counties, though Buffalo is a part of Erie County, it is listed separately for clarity. To obtain the total number or proportion from Erie County, combine Buffalo with Erie County.

[i] Only local high schools with 30 or more graduates attending SUNYAB are included. A blank indicates that a high school did not meet the minimum N for that year.

[j] Includes Industrial, Interdisciplinary, and Not Indicated.

[k] Local Area is composed of Erie and Niagara Counties.

[ℓ] New York Metropolitan Area is composed of Kings, Nassau, Queens, Westchester, and New York Counties.

Appendix 1: Curricula in Each Field

ARTS AND SCIENCES

- Art
  - B. A.
  - B. F. A.
- Humanities
  - American Studies
  - Classics
  - English
  - French
  - German
  - Philosophy
  - Spanish
- Mathematics
- Music
  - B. A.
  - B. F. A.: Applied
  - Drama & Speech
  - Engineering - 5 years
  - Speech Pathology
- Social Sciences
  - Anthropology & Linguistics
  - Economics
  - Geography
  - history
  - Political Science
  - Psychology
  - Sociology

BUSINESS ADMINISTRATION

EDUCATION

- Business Education
- Health Education
- Health + Physical Education
- Early Childhood + Elementary Education
- Problems in American Life
- Vocational Education

ENGINEERING

- Chemical
- Civil
- Industrial
- Interdisciplinary Studies
- Mechanical

MEDICAL TECHNOLOGY

NURSING

OCCUPATIONAL THERAPY

PHARMACY

PHYSICAL THERAPY

SECONDARY EDUCATION

- American Studies
- English
- French
- Secondary Education
- Social Studies
  - Anthropology
  - Economics
  - Geography
  - History
  - Political Science
  - Psychology
  - Sociology
- Speech Education
- Speech & Hearing Handicapped Edu

UNSPECIFIED

Appendix 2:

Number and Proportion of Freshmen Enrolled in Each Curriculum for 1967

	Males		Females		Total	
	N	P	N	P	N	P
Arts and Sciences (Total)	794	.37	578	.27	1372	.63
Art	14	.01	26	.01	40	.02
Engineering (5-year)	10	.00	-	-	10	.00
Humanities	49	.02	100	.05	149	.07
Mathematics	42	.02	50	.02	92	.04
Music	14	.01	7	.00	21	.01
Sciences	162	.07	45	.02	207	.10
Social Sciences	142	.07	84	.04	226	.10
Speech	2	.00	18	.01	20	.01
Unspecified	359	.17	248	.11	607	.28
Business Administration (Total)	106	.05	9	.00	115	.05
Education (Total)	20	.01	57	.03	77	.04
Business Ed.	-	-	10	.00	10	.00
Early Child. & Elem. Ed.	2	.00	37	.02	39	.02
Health & Phys. Ed.	18	.01	10	.00	28	.01
Secondary Education (Total)	-	-	12	.01	12	.01
English	-	-	4	.00	4	.00
History	-	-	1	.00	1	.00
Mathematics	-	-	2	.00	2	.00
Political Science	-	-	1	.00	1	.00
Spanish	-	-	2	.00	2	.00
Speech Ed.	-	-	1	.00	1	.00
Unspecified	-	-	1	.00	1	.00
Engineering (Total)	306	.14	7	.00	313	.14
Chemical	12	.01	1	.00	13	.01
Civil	15	.01	1	.00	16	.01
Electrical	34	.02	-	-	34	.02
Industrial	-	-	-	-	-	-
Interdisciplinary	48	.02	-	-	48	.02
Mechanical	7	.00	1	.00	8	.00
Not Indicated	190	.09	4	.00	194	.09
Medical Technology (Total)	3	.00	41	.02	44	.02
Nursing (Total)	2	.00	95	.04	97	.04
Occupational Therapy (Total)	-	-	10	.00	10	.00
Physical Therapy (Total)	1	.00	42	.02	43	.02
Pharmacy (Total)	20	.01	22	.01	42	.02
Social Welfare[b] (Total)	3	.00	21	.01	24	.01
Unspecified	22	.01	4	.00	26	.01
Total Freshmen	1277	.59	898	.41	2175	1.00

ED049473

A Biography of a Class Study

PART

FRESHMAN CLASS STATUS REPORT: 1969 - 1970

The Composition of the Freshman Class

A Comparison:

1964 - 1965

1967 - 1968

1968 - 1969

1969 - 1970

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April, 1970

Study 23

State University of New York at Buffalo
Division of Instructional Services
University Research

CG 006 273

ABSTRACT

This report, part of the Biography of a Class Research Project, describes the 1969 Freshman Class with regard to sex, marital status, local residence, first enrollment at SUNYAB, high school locale, and permanent residence. Comparisons are made with the two preceding Classes and the original (1964) Class where pertinent.

Data are based on 2006 Freshmen in the 1969 Class, 2624 in 1968, 2175 in 1967, and 2565 in 1964 who registered as full-time SUNYAB day students in the Fall of their respective entering years.

MAJOR FINDINGS

1. In 1969, for the first time, the percentage of females enrolled in the Freshman Class exceeded that of males. The total number of Freshmen registered in 1969 also represented a new low [Table 1, p.10].

2. In 1969, the trend toward an increasing proportion of Freshmen residing in residence halls and a decreasing proportion living at home and classified as commuters has been reversed [Table 3, p.10].

3. A noticeably greater percentage of current Freshmen (23%) than previous Freshmen (10-13%) delayed enrollment in SUNYAB a year or more after high school graduation [Table 4, p.11].

4. Bennett and East High Schools accounted for 45% of the 1969 city graduates who entered SUNYAB as Freshmen, with the proportion of Buffalo enrollees from East increasing from 8% in 1967 to 19% in 1969 [Table 6, p.13].

5. In 1969 a trend toward a decreasing proportion of Freshmen from Erie County high schools was reversed while the trend for increasing proportion from the New York Metropolitan Area high schools continued. Six percent more Freshmen came from the Buffalo Area in 1969 than in 1968 and there were 2% more enrollees from the New York Metropolitan Area for the same period [Table 9, p.16].

6. There was a very noticeable increase from 1967 to 1969 (30% to 46%) in the proportion of Erie County high school graduates who were from Buffalo public high schools. A compensatory decrease (56% to 39%) was observed in the proportion from Erie County high schools outside Buffalo [Table 10, p.17].

7. Almost 90% of the 1969 Freshmen, compared with 79% in 1964, resided in either the Buffalo Area or the New York Metropolitan Area. [Table 14, p.21].

8. The proportion of 1969 Freshmen who were residents of the Buffalo Area (51%) far exceeded the percentage of the total N.Y. State population (9%) which that area comprises. Although the New York Metropolitan Area comprises almost 64% of the State's population, only 38% of the 1969 Class resided in that area [Table 15, p.22].

FRESHMAN CLASS STATUS REPORT: 1969 - 1970

PART I The Composition of the Freshman Class

1964-1965
A Comparison: 1967-1968
1968-1969
1969-1970

by

Terry J. Block

April 1970

Study 23

FOREWORD

In the Fall of 1964, the Division of Instructional Services established a longitudinal and developmental research project entitled Biography of a Class. The purpose of the project is to describe, in detail, characteristics of the students attending the State University of New York at Buffalo. The studies are undertaken to provide information about students to faculty and administration, and to contribute to the existing research in higher education.

Research was begun with the 1964 Freshman Class. These Freshmen, and the Freshmen of succeeding years, will be studied throughout their University careers and beyond.

Studies incorporate census data, biographical characteristics, follow-up data, sample surveys and interview data. Published studies, as well as a monograph describing the Biography of a Class research project, are available upon request.

The current study is the first in the sixth series of census reports, collectively entitled Freshman Class Status Report. These studies have been published for each entering class from 1964 through 1968. In addition, the first follow-up study on the 1964 Class, the first two interview studies on the 1966 Class and the first interview study on the 1967 Class have been published. The following study is based on the 1969 Freshman Class.

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INTRODUCTION

This study, based on all full-time SUNYAB day students who registered as Freshmen in Fall 1969, describes the Freshmen relative to sex, marital status, local residence, first enrollment at SUNYAB, high school locale, and permanent residence. The 1969 Freshman Class is compared with the two most recent classes(1968, 1969) and the original class (1964). The data for the 1965 and 1966 classes has been excluded to produce a more manageable and readable publication. Information about these classes can be found in previous studies (No. 5 and 13).

Data were obtained from computer output prepared by the Campus Data Processing Center from statistical data cards completed by all students at registration. Supplementary computer services were provided by the Instructional Services Programming staff, utilizing the facilities of the SUNYAB Computing Center[1].

Tables presenting numbers and proportions are included for each of the above topics. Categories lacking data are indicated by a dash (-). As a criterion for inclusion, minimum frequencies have been designated for categories in some tables. Data is presented for only those years in which the minimum frequency was attained. A blank indicates that information is not available. Proportions of less than .01 are denoted by .00. Proportions not totaling 1.00 are due to rounding errors.

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[1] The Computing Center at the State University of New York at Buffalo is partially supported by Grant FR-00126 and NSF Grant GP-7318.

The following abbreviations are used:

SUNYAB	State University of New York at Buffalo
NY	New York
NYS	New York State
N	number of cases
P	proportion
Yr	year

Each of the above topics is discussed briefly in the text.

The tables are grouped at the end of the report.

Part I

THE COMPOSITION OF THE FRESHMAN CLASS

I SEX AND MARITAL STATUS

In 1969, for the first time, the percentage of females enrolled in the Freshman Class exceeded that of males (Table 1). From 1967 to 1969 the percentage of males admitted has steadily decreased from 59% to 49%. The total number of Freshmen registered in 1969 also represented a new low.

As in the previous classes, *the great majority (94%) of the 1969 Freshmen were single* (Table 2). The percentage of married men has increased from 2% to 7% from 1964 to 1969; that of women, from 1% to 6%.

The increased percentage of married Freshmen may be, in part a function of increases in special-admissions programs[1] in 1968 and 1969. Some of these students were older than the typical Freshman, some married, and some have families.

Admitted under these programs in 1969 were 355 students (18% of the Class): 170 men and 185 women.

II LOCAL RESIDENCE

In 1969, the trend toward an increasing proportion of Freshmen residing in residence halls and a decreasing proportion living at home and classified as commuters has been reversed (Table 3).

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[1] There are several programs designed to admit students to SUNYAB who would not ordinarily meet the academic requirements for admission and to help them reach and maintain the regular level of the university through remedial and tutorial sessions.

Whereas 53% of the 1964 Freshmen and 40% of the 1968 Freshmen resided at home, 45% did so in 1969. The proportion of Freshmen living in the residence halls increased from 43% to 51% in the same period, returning to 47% in 1969. This change reflected the fact that a greater proportion of the 1969 Freshmen were Erie County residents (Table 12).

Similar to previous years, in 1969 slightly more men than women resided at home or in private rooming houses and more women resided in residence halls (Table 3). The proportion of students residing with relatives has been fairly stable over six years (1% - 2%).

III FIRST ENROLLMENT AT SUNYAB

A smaller majority (77%) of the 1969 Freshmen than of previous Freshmen enrolled as full-time students at SUNYAB during the year following their high school graduation (Table 4). The percentage of females who did so remained slightly higher than that of males.

Conversely, a noticeably greater percentage of current Freshmen (23%) than previous Freshmen (10% - 13%), delayed entrance a year or more. The most noticeable changes between 1968 and 1969 were an increase from 6% to 9% among those who delayed entrance one year and an increase from 1% to 4% among those who enrolled seven or more years after high school graduation. This latter increase may reflect the admission of some older students to the special programs.

Thirteen percent of this year's Freshmen registered at SUNYAB prior to Fall 1969 (Table 5). A similar pattern was evident in the preceding classes.

The tendency for high school graduates to begin their University studies during the Summer Session was reversed with 1969 Freshmen. Only 5% of the 1969 Freshmen compared to 8% of the 1967 and 1968 classes enrolled in the preceding Summer Session. Four percent of the 1964 class attended the 1964 Summer Session.

IV HIGH SCHOOL LOCALE

A. Buffalo Public High Schools

Similar to previous years, approximately one-fourth of the 1969 Freshmen who were graduated from Buffalo public high schools came from Bennett High School (Table 6). *Bennett and East High Schools accounted for 45% of the 1969 city graduates who entered SUNYAB as Freshmen.*

There has been a steady increase (2% in 1964; 19% in 1969) in the proportion of Buffalo enrollees who were from East High School. A partial explanation for the recent increases might be that some graduates of East High School may have been admitted to SUNYAB under the special-admission programs.

Other noticeable changes since 1968 were a 6% decrease in the percentage of female graduates from Riverside at SUNYAB (11% to 5%) and a 7% decrease in male graduates from the Combined Vocational schools at SUNYAB (17% to 10%).

B. High Schools in Erie County Excluding Buffalo

The proportion of Freshmen from each of the listed Erie County schools outside of Buffalo has remained relatively constant over the four years (Table 7).

More Freshmen in previous classes were graduated from Kenmore West than from any other local Erie County high school. However, in 1969, the percentage of students from Kenmore East equalled that of Kenmore West.

About two-fifths of the 1969 Freshmen from Erie County were graduated from schools other than those in the northern and eastern suburbs. This percentage reflects a steady decrease from a high (for the years reported) of 49% in 1967 in this category.

C. Local High Schools: Size of Graduating Class Compared with Number of Their Graduates Entering SUNYAB

The most noticeable change in an enrollment proportion was that of East High School: 25% of the 1969 graduates enrolled at SUNYAB compared with 14% in 1968 (Table 8). Prior to 1968, East High School did not meet the criterion[1] for inclusion in the table This was the first year that Amherst Central failed to meet the criterion.

The percentage of Bennett graduates entering SUNYAB, 19% in 1969, has steadily increased from 13% in 1967. This new figure is similar to Bennett's average (19%) for the previous period, 1964 to 1966. Only 6% of the Kenmore East's 1969 graduating class entered SUNYAB. This represented a new low for Kenmore East.

Hutchinson Central, Kenmore West, and Kensington High Schools have sent increasingly smaller proportions of their graduating classes to SUNYAB. Sixteen percent of the 1969 "Hutch" graduates entered SUNYAB, compared with 24% of the 1967 and 29% of the 1964 graduates. For Kenmore West these figures were 5%, 10% and 14%, respectively, and for Kensington, 8%, 11% and 14% respectively.

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[1] Only schools with 30 or more graduates enrolled at SUNYAB are included.

D. High School Graduates from New York State Counties[1]

A trend toward a decreasing proportion of Freshmen from New York State to be graduates of Erie County high schools was reversed in 1969. Whereas 49% of the 1964 NYS Freshmen and 40% in 1968 NYS Freshmen were from Erie County high schools, in 1969, 46% were (Table 9). Men constituted the larger proportion of this increase.

The proportion of NYS Freshmen graduated from Niagara County high schools was 6% in the 1964-1966 classes. It has since decreased to 3% in the 1969 class.

Thirty-seven percent of the NYS students in the 1969 class graduated from high schools in the *New York Metropolitan Area, revealing a steady increase from 30% in 1967 and a greater increase from 22% in 1964.*

The percentage of Freshmen who were graduated from high schools in the remainder of the New York State counties has remained virtually unchanged over the past six years.

E. Types of Erie County High Schools

As might be expected from previous data (Tables 6 and 7), *very noticeable changes occurred in the percentages of Erie*

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[1] Only counties with 20 or more graduates enrolled in SUNYAB are included.

County students who were from the city of Buffalo, as opposed to those outside, the city. Thirty-nine percent of the 1969 Freshmen from Erie County, compared with 56% in 1967 and 52% in 1968, were graduated from high schools outside Buffalo (Table 10). The remaining 61% of the enrollees from Erie County were graduated from either the Buffalo public, parochial or private schools. The Buffalo public schools have shown a sharp increase from 32% in 1968 to 46% in 1969, after only a slight increase for each of the previous years. The Freshman population from the Buffalo parochial Schools has remained relatively stable over the past three years (14% - 15%), but was noticeably lower than the 20% in 1964.

In 1969, slightly higher proportion of men than women came from high schools outside of Buffalo; in 1968 the reverse was true. An approximately equal proportion of Freshman men and women were graduates of Buffalo public schools in 1969.

F. High School Graduates from Four Geographic Regions

SUNYAB is obviously educating the residents of New York State. *Ninety-four percent of the 1969 Freshmen (3% less than in 1967) were graduated from New York State high schools* (Table 11). Four percent graduated from schools in other states, and two percent from schools in other countries. These percentages have shown a very slight increase over the past six years.

V PERMANENT RESIDENCE

A. New York State Counties

As in the two most recent years, *Erie County residents in 1969 comprised less than one-half of the total Freshman enrollment from New York State* (Table 12).[1] Forty-seven percent of the 1969 Freshmen were residents of Erie County compared with a low of 41% in 1968, and a high (for the years reported) of 50% in 1964.

Other noticeable changes for the 1964-1969 period were increases in Kings County residents from 3% to 7%, and 4% to 10% for Queen's County residents. The percentage of Niagara County residents decreased from 6% to 2% during that period.

This was the first year that Onondaga County failed to meet the requirement of 30 students for inclusion in the table.

B. New York State Counties: Total County Population Compared with Number of Residents Entering SUNYAB

Based on its percentage (6%) of the total NYS population, Erie County, in 1969, continued to be greatly over-represented (47%) among Freshman enrollees. A trend in the past two years to slightly reduce this inequity was reversed in 1969 (Table 13).

The four counties of NY Metropolitan area (Kings, Queens, Nassau, Westchester) which continuously met the criterion[2] for inclusion in the table constitute approximately 38% of the state's population. Their representation in SUNYAB's Freshman Classes has increased from 18% in 1964 to 32% in 1969.

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[1] These percentages differ slightly from those in Table 9 since a student may have attended a high school in a county other than the one in which he resided.

[2] Only counties with 30 or more students are listed individually.

Niagara County, 1% of the state's population, has shown a steady decrease in its representation, from 6% in 1964 to 2% in 1969.

C. New York State Economic Areas

A four-year trend for an increasing proportion of Freshmen to be New York Metropolitan Area residents continued. During the same period, a trend for a decreasing proportion to be Buffalo Area residents was reversed in 1969 (Table 14). In 1969, there were 6% fewer Freshmen from the Buffalo Area than in 1964. From the New York Metropolitan Area there were 16% more enrollees in the same period.

Almost 90% of the 1969 Freshmen, compared with 79% in 1964, resided in either the Buffalo Area or the New York Metropolitan Area. None of the other areas had more than 3% of the 1969 Freshmen as residents. This is similar to previous years with the exception of the Rochester and Syracuse Areas, which have sent a smaller proportion of students each year, from a high in 1964 of 7% and 4%, respectively.

D. New York State Economic Areas: Total Area Population Compared with Number of Residents Entering SUNYAB

As in the previous years, *the proportion of 1969 Freshmen who were residents of the Buffalo area (51%) far exceeded the percentage of the total New York State population (9%) which that area comprises.* (Table 15). Although the New York Metropolitan Area comprises almost 64% of the State's population, only 38% of the 1969 class resided in that area.

For each of the other eight Economic Areas of NYS, its proportion of NYS population exceeded its proportion of Freshmen in the 1969 Freshman Class by, at most, 3%.

E. Permanent Residence Locale: Total Freshmen Class

Ninety-seven percent of the 1969 Class were New York State residents (Table 16). New Jersey contributed one percent to the total frequency. No other state had more than eight 1969 Freshmen as permanent residents.

Only five Freshmen were from Canada. Nine Freshmen were from Asia, six were from the Middle East, five from Africa, one from Europe, and one from Puerto Rico.

Table 1: Number and Proportion of Freshmen, by Sex

Year	Males		Females		Total	
	N	P	N	P	N	P
1969	984	.49	1022	.51	2006	1.00
1968	1455	.55	1169	.45	2624	1.00
1967	1277	.59	898	.41	2175	1.00
1964	1482	.58	1083	.42	2565	1.00

Table 2: Marital Status, by Sex

Marital Status	Year	Males		Females		Total	
		N	P	N	P	N	P
Single	69	920	.93	964	.94	1884	.94
	68	1402	.96	1139	.98	2541	.97
	67	1242	.97	886	.99	2128	.98
	64	1446	.98	1069	.99	2515	.98
Married	69	64	.07	58	.06	122	.06
	68	52	.04	28	.02	80	.03
	67	35	.03	12	.01	47	.02
	64	36	.02	14	.01	50	.02

Table 3: Local Residence, by Sex

Residence	Year	Males		Females		Total	
		N	P	N	P	N	P
Home	69	468	.47	429	.42	897	.45
	68	608	.42	444	.38	1052	.40
	67	582	.46	399	.44	981	.45
	64	833	.56	525	.48	1358	.53
Residence Hall	69	419	.43	526	.51	945	.47
	68	687	.47	659	.56	1346	.51
	67	524	.41	472	.53	996	.46
	64	577	.39	535	.49	1112	.43
Private Rooming Houses	69	47	.05	24	.02	71	.04
	68	124	.09	41	.04	165	.06
	67	126	.10	12	.01	138	.06
	64	43	.03	4	.00	47	.02
Relatives or Friends	69	22	.02	14	.01	36	.02
	68	34	.02	22	.02	56	.02
	67	19	.01	9	.01	28	.01
	64	20	.01	18	.02	38	.01
Other	69	28	.03	29	.03	57	.03
	68	1	.00	1	.00	2	.00
	67	26	.02	6	.01	32	.01
	64	9	.01	1	.00	10	.00

Table 4: Number of Years Between High School Graduation and Full-time Enrollment at SUNYAB, by Sex

Number of Years[a]	Year	Males		Females		Total	
		N	P	N	P	N	P
0	69	731	.75	807	.79	1538	.77
	68	1218	.85	1038	.90	2256	.87
	67	1098	.87	836	.94	1934	.90
	64	1264	.85	1019	.94	2283	.89
1	69	89	.09	87	.09	176	.09
	68	81	.06	71	.06	156	.06
	67	67	.05	34	.04	101	.05
	64	73	.05	30	.03	103	.04
2	69	31	.03	30	.03	61	.03
	68	41	.03	17	.01	56	.02
	67	30	.02	6	.01	36	.02
	64	31	.02	10	.01	41	.02
3	69	21	.02	21	.02	42	.02
	68	18	.01	5	.00	23	.01
	67	20	.02	4	.00	24	.01
	64	25	.02	7	.01	32	.01
4	69	22	.02	8	.01	30	.02
	68	21	.01	9	.01	30	.01
	67	11	.01	5	.01	16	.01
	64	35	.02	1	.00	36	.01
5	69	21	.02	6	.01	27	.01
	68	26	.02	3	.00	29	.01
	67	15	.01	-	-	15	.01
	64	20	.01	1	.00	21	.01
6	69	22	.02	10	.01	32	.02
	68	10	.01	3	.00	13	.01
	67	13	.01	2	.00	15	.01
	64	11	.01	1	.00	12	.00
7 or more	69	41	.04	47	.05	88	.04
	68	25	.02	11	.01	36	.01
	67	11	.01	5	.01	16	.01
	64	23	.02	14	.01	37	.01

[a] Data for the 1964 Class is not directly comparable to data for the succeeding Classes. In the former case, students who had registered at any time prior to September 1964 were treated as if their first registration was in September 1964; in the latter case the absolute difference between date of first registration and date of high school graduation was obtained.

Table 5: Date of First Registration at SUNYAB

Date of First Registration	Year	Year							
		1969		1968		1967		1964	
		N	P	N	P	N	P	N	P
Fall	1969	1736	.87						
Summer	1969	91	.05						
Spring	1969	35	.02						
Fall	1968	54	.03	2257	.86				
Summer	1968	10	.00	205	.08				
Spring	1968	11	.01	39	.01				
Fall	1967	15	.01	65	.02	1827	.84		
Summer	1967	7	.00	25	.01	168	.08		
Spring	1967	3	.00	1	.00	35	.02		
Fall	1966	6	.00	7	.00	72	.03		
Summer	1966	2	.00	2	.00	26	.01		
Spring	1966	0	.00	2	.00	3	.00		
Fall	1965	13[a]	.01	2	.00	15	.01		
Summer	1965			–	–	5	.00		
Spring	1965			1	.00	2	.00		
Fall	1964	6[a]	.00	4	.00	1	.00	2299	.90
Summer	1964			1	.00	–	–	90	.04
Spring	1964			1	.00	1	.00	73	.03
Fall	1963	7[a]	.00	1	.00	5	.00	57	.02
Summer	1963			–	–	–	–	14	.01
Spring	1963			2	.00	1	.00	4	.00
Prior to	1963	7	.00	6	.00	14	.01	28	.01

[a] These figures represent totals for the year. No breakdown was available.

Table 6: Buffalo Public High School Graduates at SUNYAB, by Sex

High School	Year	Males N	Males P	Females N	Females P	Total N	Total P
Bennett	69	53	.26	48	.25	101	.26
	68	44	.23	32	.26	76	.24
	67	35	.21	34	.31	69	.25
	64	49	.23	32	.24	81	.23
East	69	35	.17	40	.21	75	.19
	68	28	.15	21	.17	49	.15
	67	13	.08	8	.07	21	.08
	64	1	.00	5	.04	6	.02
Fosdick-Masten	69	-	-	3	.02	3	.01
	68	-	-	1	.01	1	.00
	67	-	-	1	.01	1	.00
	64	-	-	3	.02	3	.01
Grover Cleveland	69	15	.07	13	.07	28	.07
	68	8	.04	9	.07	17	.05
	67	4	.02	5	.05	9	.03
	64	9	.04	14	.10	23	.07
Hutchinson Central Technical	69	33	.16	3	.02	36	.09
	68	29	.15	-	-	29	.09
	67	38	.23	-	-	38	.14
	64	62	.29	2	.01	64	.18
Kensington	69	11	.05	29	.15	40	.10
	68	13	.07	19	.15	32	.10
	67	23	.14	28	.26	51	.19
	64	31	.14	29	.21	60	.17
Lafayette	69	11	.05	13	.07	25	.06
	68	12	.06	12	.10	24	.08
	67	9	.05	12	.11	21	.08
	64	5	.02	21	.16	26	.07
Riverside	69	18	.09	10	.05	28	.07
	68	14	.07	14	.11	28	.09
	67	18	.11	14	.13	32	.12
	64	27	.13	18	.13	45	.13
South Park	69	9	.04	11	.06	19	.05
	68	10	.05	11	.09	21	.07
	67	16	.10	6	.06	22	.08
	64	10	.05	9	.07	19	.05
Combined Vocational Schools	69	20	.10	7	.04	27	.07
	68	32	.17	4	.03	36	.11
	67	9	.05	-	-	9	.03
	64	19	.09	2	.01	21	.06
Buffalo Evening	69	1	.00	12	.06	13	.03
	68	2	.01	2	.02	4	.01
	67	1	.01	-	-	1	.00
	64	2	.01	-	-	2	.01

Table 7: Erie County High School Graduates, by Sex

High School[a]	Year	Males N	Males P	Females N	Females P	Total N	Total P
Amherst Central	69	13	.07	15	.10	28	.08
	68	22	.08	28	.12	50	.10
	67	26	.09	23	.11	49	.10
	64	24	.07	19	.08	43	.07
Cheektowaga	69	1	.01	4	.03	5	.01
	68	5	.02	4	.02	9	.02
	67	3	.01	2	.01	5	.01
	64	10	.03	9	.04	19	.03
Cleveland Hill	69	6	.03	5	.03	11	.03
	68	5	.02	6	.03	11	.02
	67	13	.04	7	.03	20	.04
	64	14	.04	8	.03	22	.04
Kenmore East	69	18	.10	25	.16	43	.13
	68	35	.12	21	.09	56	.11
	67	35	.12	14	.07	49	.10
	64	41	.11	16	.06	57	.09
Kenmore West	69	27	.14	19	.13	46	.13
	68	48	.17	21	.09	69	.13
	67	42	.14	21	.10	63	.12
	64	62	.17	44	.18	106	.17
Lackawanna	69	5	.03	6	.04	11	.03
	68	10	.03	11	.05	21	.04
	67	6	.02	7	.03	13	.03
	64	17	.05	9	.04	26	.04
Maryvale	69	8	.04	3	.02	11	.03
	68	12	.04	5	.02	17	.03
	67	8	.03	8	.04	16	.03
	64	21	.06	10	.04	31	.05
Sweet Home	69	9	.05	9	.06	18	.05
	68	13	.05	7	.03	20	.04
	67	8	.03	12	.06	20	.04
	64	3	.01	8	.03	11	.02
Tonawanda	69	11	.06	1	.01	12	.04
	68	18	.06	5	.02	23	.04
	67	9	.03	5	.02	14	.03
	64	11	.03	5	.02	16	.03
Williamsville	69	5	.03	13	.09	18	.05
	68	9	.03	10	.04	19	.04
	67	13	.04	12	.06	25	.05
	64	8	.02	7	.03	15	.02
Other Erie County Schools Schools[b]	69	86	.46	52	.34	138	.40
	68	110	.38	110	.48	220	.43
	67	139	.46	93	.46	232	.46
	64	153	.42	115	.46	268	.44

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[a] All schools given a specific code by Data Processing, with the exception of Buffalo schools, are included.

[b] Includes all schools in Erie County which were not given a specific code, with the exception of Buffalo schools.

Table 8: Size of Graduating Class of Selected Local High Schools Compared with Number and Proportion of Their Graduates who Entered SUNYAB

High School[a]	Year	Total Number of Graduates	Graduates at SUNYAB	
			N	P
Bennett	69	511	101	.19
	68	547	76	.14
	67	547	69	.13
	64	465	81	.17
East	69	294	75	.25
	68	342	49	.14
Kenmore East	69	700	43	.06
	68	592	56	.09
	67	569	49	.09
	64	510	57	.11
Kenmore West	69	835	46	.05
	68	754	68	.09
	67	639	63	.10
	64	781	106	.14
Kensington	69	460	40	.08
	68	435	32	.07
	67	457	51	.11
	64	414	60	.14
Hutchinson Central Technical	69	220	36	.16
	67	229	38	.17
	64	223	64	.29
Amherst Central	68	459	50	.10
	67	408	49	.12
	64	423	43	.10
Maryvale	64	276	31	.11
Riverside	67	392	32	.09
	64	464	45	.10

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[a] Only schools with 30 or more graduates enrolled at SUNYAB are included.

Table 9: Freshmen Graduated from High Schools in NYS Counties, by Sex

County[a]	Year	Males		Females		Total	
		N	P	N	P	N	P
Erie	69	476	.49	423	.42	899	.46
	68	564	.41	425	.38	989	.40
	67	534	.44	376	.43	910	.43
	64	718	.51	486	.46	1204	.49
Bronx[b]	69	17	.02	16	.02	33	.02
	68	25	.02	26	.02	51	.02
	64	21	.01	9	.01	30	.01
Kings[b]	69	62	.07	75	.07	137	.07
	68	90	.07	88	.08	178	.07
	67	54	.04	35	.04	89	.04
	64	40	.03	41	.04	81	.03
Monroe	69	20	.02	37	.04	57	.03
	68	50	.04	31	.03	81	.04
	67	47	.04	31	.04	78	.04
	64	48	.03	47	.04	95	.04
Nassau[b]	69	94	.10	149	.15	243	.12
	68	153	.11	162	.15	315	.13
	67	135	.11	137	.16	272	.13
	64	84	.06	109	.10	193	.08
New York[b]	69	42	.04	17	.02	59	.03
	68	35	.03	23	.02	58	.02
	67	24	.02	19	.02	43	.02
	64	31	.02	12	.01	43	.02
Niagara	69	31	.03	20	.02	51	.03
	68	58	.04	35	.03	93	.04
	67	56	.05	26	.03	82	.04
	64	104	.07	43	.04	147	.06
Onondaga	69	7	.01	15	.01	22	.01
	68	36	.03	24	.02	60	.02
	67	30	.02	20	.02	50	.02
	64	47	.03	38	.04	85	.03
Queens[b]	69	96	.10	103	.10	199	.10
	68	84	.06	95	.09	179	.07
	67	72	.06	64	.07	136	.06
	64	51	.04	54	.05	105	.04
Suffolk[b]	69	9	.01	17	.02	26	.01
	68	31	.02	25	.02	56	.02
	67	27	.02	15	.02	42	.02
	64	14	.01	7	.01	21	.01
West-chester	69	16	.02	33	.03	49	.02
	68	22	.02	38	.03	60	.02
	67	40	.03	21	.02	61	.03
	64	28	.02	36	.03	64	.03
Broome	67	15	.01	12	.01	27	.01
	64	13	.01	13	.01	26	.01
Chautau-qua	67	18	.01	5	.01	23	.01
	64	15	.01	8	.01	23	.01
Oneida	67	14	.01	9	.01	23	.01
	64	19	.01	10	.01	29	.01
Schen'tdy	64	17	.01	10	.01	27	.01
All Other Counties Combined[c]	69	84	.09	110	.11	194	.10
	68	201	.15	107	.10	308	.12
	67	159	.13	99	.11	258	.12
	64	150	.11	116	.11	266	.11

[a] Only counties with 20 or more graduates enrolled in SUNYAB are listed individually.

[b] Comprise New York Metropolitan Area.

[c] Number of counties having one or more students enrolled: 42 (1969), 49 (1968), 43 (1967), 45 (1964).

Table 10: Freshmen Graduated from Different Types of Erie County High Schools, by Sex

High School	Year	Males		Females		Total	
		N	P	N	P	N	P
Total Erie County Except Buffalo	69	189	.42	152	.36	341	.39
	68	287	.51	228	.54	515	.52
	67	302	.57	204	.54	506	.56
	64	364	.51	250	.51	614	.51
Buffalo Public	69	212	.47	195	.46	407	.46
	68	193	.34	125	.30	318	.32
	67	166	.31	108	.29	274	.30
	64	215	.30	135	.28	350	.29
Buffalo Parochial	69	48	.11	70	.17	118	.14
	68	79	.14	69	.16	148	.15
	67	65	.12	64	.17	129	.14
	64	136	.19	100	.21	236	.20
Buffalo Private	69	1	.00	4	.01	5	.01
	68	4	.01	1	.00	5	.01
	67	1	.00	-	-	1	.00
	64	3	.00	1	.00	4	.00

Table 11: Freshmen Graduated from High Schools in Four Geographic Regions, by Sex

Region	Year	Males		Females		Total	
		N	P	N	P	N	P
New York State[a]	69	954	.94	1015	.97	1969	.94
	68	1382	.95	1111	.95	2493	.95
	67	1233	.97	869	.97	2102	.97
	64	1413	.95	1046	.97	2459	.96
All Other States	69	42	.04	35	.03	77	.04
	68	41	.03	42	.04	83	.03
	67	30	.02	21	.02	51	.02
	64	36	.02	28	.03	64	.02
Canada	69	6	.01	2	.00	8	.00
	68	13	.01	3	.00	16	.01
	67	5	.00	3	.00	8	.00
	64	18	.01	4	.00	22	.01
All Other Countries	69	17	.02	16	.01	33	.02
	68	16	.01	11	.01	27	.01
	67	8	.01	5	.01	13	.01
	64	14	.01	5	.00	19	.01

[a] Includes the following numbers admitted on the basis of General Educational Development (GED) Tests: 8 males, 4 females (1969); 10 males, 5 females (1968); 8 males (1967).

Table 12: Residence by NYS Counties, by Sex

County[a]	Year	Males		Females		Total	
		N	P	N	P	N	P
Erie	69	473	.50	447	.45	920	.47
	68	596	.43	446	.39	1042	.41
	67	560	.45	387	.44	947	.45
	64	743	.52	497	.47	1204	.50
Kings	69	66	.07	66	.07	132	.07
	68	79	.06	88	.08	167	.07
	67	54	.04	33	.04	87	.04
	64	44	.03	40	.04	84	.03
Monroe	69	18	.02	31	.03	49	.03
	68	50	.04	36	.03	86	.03
	67	46	.04	31	.04	77	.04
	64	50	.03	47	.04	97	.04
Nassau	69	94	.10	146	.15	240	.12
	68	151	.11	163	.14	314	.12
	67	139	.11	140	.16	279	.13
	64	86	.06	107	.10	193	.08
New York	69	28	.03	15	.02	43	.02
	68	26	.02	22	.02	48	.02
	66	19	.01	12	.01	31	.01
Niagara	69	31	.03	17	.02	48	.02
	68	60	.04	40	.04	100	.04
	67	55	.04	28	.03	83	.04
	64	105	.07	44	.04	149	.06
Queens	69	108	.11	90	.09	198	.10
	68	106	.08	99	.09	205	.08
	67	80	.06	70	.08	150	.07
	64	53	.04	58	.05	111	.04
Westchester	69	19	.02	31	.03	50	.03
	68	25	.02	38	.03	63	.02
	67	40	.03	21	.02	61	.03
	64	28	.02	36	.03	64	.03
Bronx	68	18	.01	20	.02	38	.02
	64	26	.02	11	.01	37	.01
Onondaga	68	33	.02	23	.02	56	.02
	67	28	.02	20	.02	48	.02
	64	47	.03	39	.04	86	.03
Schenectady	64	19	.01	11	.01	30	.01
All Other Counties[b]	69	111	.12	146	.15	257	.13
	68	216	.16	131	.12	347	.14
	67	218	.17	133	.15	351	.16
	64	236	.16	165	.16	401	.16

Note.--These data differ slightly from those in Table 9 since a student may have attended a high school in a county other than the one in which he resided.

[a] Only counties with 30 or more students are listed individually.

[b] Number of counties having one or more students enrolled: 49 (1968), 49 (1967), 53 (1966), 51 (1964).

Table 13: Total Population of NYS Counties Compared with Number and Proportion of Freshmen from These Counties

County[a]	Year	Total Population[b] N	Total Population[b] P	Freshmen N	Freshmen P
Erie	69	1,088,443[c]	.06	920	.47
	68	1,088,443	.06	1042	.41
	67	1,088,295	.06	947	.45
	64	1,131,314	.06	1240	.50
Kings[d]	69	2,627,319	.15	132	.07
	68	2,627,319	.15	167	.07
	67	2,627,319	.15	87	.04
	64	2,627,319	.15	84	.03
Monroe	69	664,953	.04	49	.03
	68	664,953	.04	86	.03
	67	655,892	.04	77	.04
	64	627,366	.04	97	.04
Nassau	69	1,437,963	.08	240	.12
	68	1,437,963	.08	314	.12
	67	1,435,850	.08	279	.13
	64	1,402,597	.08	193	.08
New York[d]	69	1,698,281	.09	43	.02
	68	1,698,281	.09	48	.02
Niagara	69	231,891	.01	48	.02
	68	231,891	.01	100	.04
	67	242,373	.01	83	.04
	64	259,540	.01	149	.06
Queens[d]	69	1,809,578	.10	198	.10
	68	1,809,578	.10	205	.08
	67	1,809,578	.10	150	.07
	64	1,809,578	.10	111	.04
Westchester	69	874,600	.05	50	.03
	68	874,600	.05	63	.02
	67	869,021	.05	61	.03
	64	858,760	.05	64	.03
Bronx[d]	68	1,424,815	.08	33	.02
	64	1,424,815	.08	37	.01
Onondaga	68	475,466	.03	56	.02
	67	470,517	.03	48	.02
	64	461,841	.03	86	.03
Schenectady	64	155,453	.01	30	.01
All Other Counties[e]	69	6,485,527	.36	257	.13
	68	4,429,793	.24	347	.14
	67	7,474,441	.41	351	.16
	64	6,761,826	.39	401	.16

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[a] Only counties with 30 or more students are listed individually,

[b] Source: NYS Business Fact Book: 1969 Supplement, pp. 8-9
Data are based on the 1960 Census count with estimating procedures used to account for population change.

[c] The 1969 data is the same as 1968. No revised estimates were available.

[d] Populations are based on 1960 figures since information was not available for 1964, 1967, 1968, or 1969. By inspection, it was assumed that these figures were accurate enough to warrant their inclusion, since the total population change in NYC, which includes the above counties, was only +4.4%.

[e] Number of counties having one or more students enrolled: 52(1969), 49(1968), 49(1967), 51(1964).

Table 14: Residence by NYS Economic Areas, by Sex

Economic Area[a]	Year	Males		Females		Total	
		N	P	N	P	N	P
	69	510	.54	472	.48	982	.51
Buffalo	68	674	.48	498	.44	1172	.46
	67	636	.51	422	.48	1058	.50
	64	876	.61	556	.53	1432	.57
	69	344	.36	393	.40	737	.38
NY Metropolitan	68	452	.32	466	.41	918	.36
	67	374	.30	302	.35	676	.32
	64	278	.19	275	.26	553	.22
	69	25	.03	40	.04	65	.03
Rochester	68	72	.05	48	.04	120	.05
	67	65	.05	46	.05	111	.05
	64	86	.06	77	.07	163	.07
	69	17	.02	16	.02	33	.02
Syracuse	68	49	.04	32	.03	81	.03
	67	44	.04	30	.03	74	.03
	64	62	.04	50	.05	112	.04
	69	17	.02	18	.02	35	.02
Capital District	68	35	.03	19	.02	54	.02
	67	30	.02	19	.02	49	.02
	64	33	.02	27	.03	60	.02
	69	8	.01	13	.01	22	.01
Mohawk Valley	68	21	.02	11	.01	32	.01
	67	27	.02	11	.01	38	.02
	64	24	.02	19	.02	43	.02
	69	12	.01	12	.01	24	.01
Elmira	68	31	.02	20	.02	51	.02
	67	33	.03	11	.01	44	.02
	64	24	.02	15	.01	39	.02
	69	5	.01	12	.01	17	.01
Binghamton	68	19	.01	16	.01	35	.01
	67	19	.02	16	.02	35	.02
	64	21	.02	18	.02	39	.02
	69	5	.01	6	.01	11	.01
Northern	68	21	.02	5	.00	26	.01
	67	10	.01	9	.01	19	.01
	64	20	.01	9	.01	29	.01
	69	5	.01	7	.01	12	.01
Mid-Hudson	68	17	.01	15	.01	32	.01
	67	8	.01	8	.01	16	.01
	64	13	.01	9	.01	22	.01

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[a] Source: NYS Business Fact Book: 1969 Supplement, pp. 8-9. See Appendix for map showing the counties comprising each Area.

Table 15: Total Population of NYS Economic Areas Compared with Number and Proportion of Freshmen from These Areas

Economic Area[a]	Year	Total Population		Freshmen	
		N	P	N	P
	69	1,550,739	.09	982	.51
Buffalo	68	1,550,739	.09	1172	.46
	67	1,561,094	.09	1058	.50
	64	1,620,446	.09	1432	.57
	69	11,679,858	.64	737	.38
NY	68	11,679,858	.64	918	.36
Metropolitan	67	11,553,418	.64	676	.32
	64	11,084,098	.63	553	.22
	69	1,051,981	.06	65	.03
Rochester	68	1,051,981	.06	120	.05
	67	1,040,206	.06	111	.05
	64	999,146	.06	163	.07
	69	749,053	.04	33	.02
Syracuse	68	749,053	.04	81	.03
	67	742,725	.04	74	.03
	64	729,695	.04	112	.04
	69	809,041	.04	35	.02
Capital	68	809,041	.04	54	.02
District	67	806,422	.04	49	.02
	64	804,042	.05	60	.02
	69	458,836	.03	22	.01
Mohawk	68	458,836	.03	32	.01
Valley	67	458,481	.03	38	.02
	64	463,657	.03	43	.02
	69	335,596	.02	24	.01
Elmira	68	335,596	.02	51	.02
	67	334,765	.02	44	.02
	64	373,351	.02	39	.02
	69	412,143	.02	17	.01
Binghamton	68	412,143	.02	35	.01
	67	410,526	.02	35	.02
	64	366,265	.02	39	.02
	69	387,081	.02	11	.01
Northern	68	387,081	.02	26	.01
	67	387,362	.02	19	.01
	64	390,638	.02	29	.01
	69	775,955	.04	12	.01
Mid-Hudson	68	755,955	.04	32	.01
	67	746,631	.04	16	.01
	64	689,071	.04	22	.01

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[a] Source: NYS Business Fact Book: 1969 Supplement, pp.8-9.

[b] The 1969 data is the same as 1968. No revised estimates were available.

Table 16: Residence by State or Country, by Sex

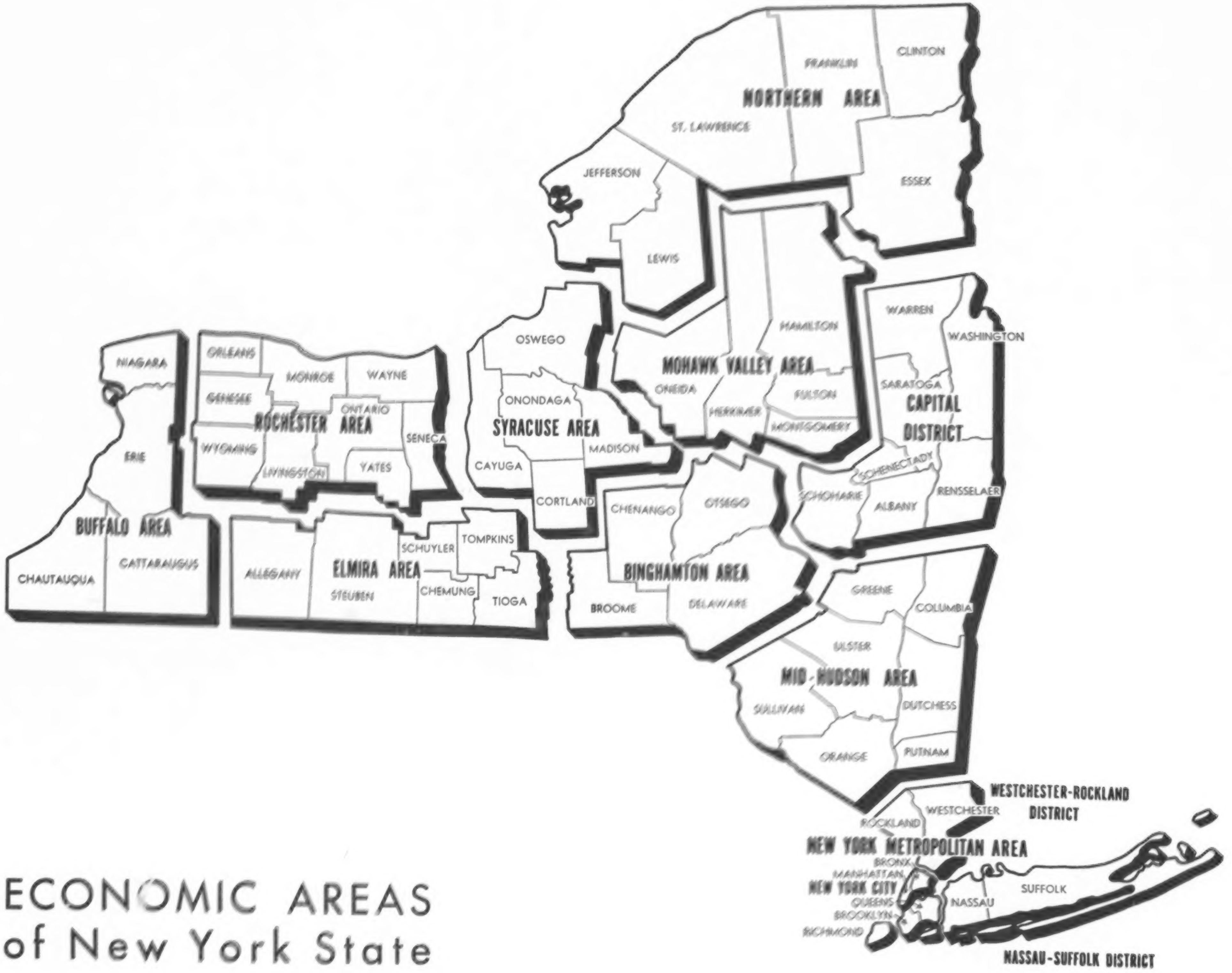
Region	Year	Males		Females		Total	
		N	P	N	P	N	P
NYS	69	948	.97	989	.97	1937	.97
	68	1391	.96	1131	.97	2522	.96
	67	1247	.98	875	.97	2122	.98
	64	1437	.97	1055	.97	2492	.97
Michigan	69	5	.01	1	.00	6	.00
	67	3	.00	-	-	3	.00
	64	4	.00	-	-	4	.00
New Jersey	69	1	.00	13	.01	14	.01
	68	8	.01	10	.01	18	.01
	67	2	.00	4	.00	6	.00
	64	7	.00	9	.01	16	.01
Ohio	69	2	.00	1	.00	3	.00
	68	6	.00	2	.00	8	.00
	67	5	.00	-	-	5	.00
	64	1	.00	2	.00	3	.00
Pennsylvania	69	5	.01	3	.00	8	.00
	68	6	.00	11	.01	17	.01
	67	7	.01	7	.01	14	.01
	64	9	.01	6	.01	15	.01
Connecticut	69	1	.00	-	-	1	.00
	68	2	.00	-	-	2	.00
	67	2	.00	-	-	2	.00
	64	-	-	1	.00	1	.00
Rhode Island	69	-	-	1	.00	1	.00
	64	2	.00	-	-	2	.00
Massachusetts	68	3	.00	1	.00	4	.00
	67	1	.00	1	.00	2	.00
	64	1	.00	1	.00	2	.00
Other States[a]	69	4	.00	2	.00	6	.00
	68	5	.00	2	.00	7	.00
	67	-	-	4	.00	4	.00
	64	-	-	2	.00	2	.00

[a] Includes one each from: (1969) California, Illinois, Louisiana, Mississippi, Wisconsin; (1968) District of Columbia, Illinois, Indiana, Maine, Maryland, Michigan, Texas; (1967) Illinois, Maine, Minnesota, Montana; (1964) Maine, Hawaii.

Table 16: (cont'd.)

Region	Year	Males		Females		Total	
		N	P	N	P	N	P
Canada	69	3	.00	2	.00	5	.00
	68	13	.01	3	.00	16	.01
	67	5	.00	2	.00	7	.00
	64	14	.01	4	.00	18	.01
Iran	69	1	.00	2	.00	3	.00
	68	3	.00	-	-	3	.00
	67	2	.00	-	-	2	.00
Hong Kong	69	1	.00	3	.00	4	.00
	68	2	.00	-	-	2	.00
Lebanon	69	2	.00	-	-	2	.00
Korea	69	1	.00	1	.00	2	.00
Other Countries[b]	69	7	.01	4	.00	11	.01
	68	7	.00	4	.00	11	.00
	67	1	.00	3	.00	4	.00
	64	5	.00	1	.00	6	.00

[b] Includes one each from: (1969) Congo, Czechoslovakia, India, Japan, Jordan, Madagascar, Morocco, Puerto Rico, Uganda, Viet Nam, West Africa; (1968) Austria, France, Greece, Israel, Italy, Japan, Poland, India, West Indies, Venezuela; (1967) Egypt, India, Peru, Puerto Rico; (1964) Fiji Islands, France, Israel, Kenya, Lebanon, Poland.



ECONOMIC AREAS
of New York State

Source: Business Fact Book - New York State

ED049473

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ABSTRACT

This report, part of the Biography of a Class research project, provides biographical data about the 1970 Freshman Class, obtained from the Student Personnel Questionnaires (N = 1087; 58% of the class) completed by incoming Freshmen during the 1970 Summer Planning Conferences. The current class was compared with two recent classes (1967, 1968) and the original class (1964).

MAJOR FINDINGS

1. The 1970 data indicated a reversal of trends which had been evident for the years 1964-1968. These reversals were particularly noticeable in the categories of personal background, parents' education, mothers' employment, siblings, and family income. The increased admission of minority students into special University programs may in part account for fluctuations in these areas.

2. Attendance at the 1970 Summer Planning Conference, like the 1968 attendance, was evenly divided between men and women. This was noticeably different from the 6 to 4 male-female ratio in previous classes.

3. In 1970 for the first time, 3% of the Freshmen were married. A similar percentage reported that they were over 22 years of age.

4. A considerable change in guardianship was noticeable. Eighty-eight percent of the 1970 Freshmen reported their father as male guardian, compared with 98% in 1964 and 94% in 1968.

5. The largest percentage of fathers (29% in 1970) and mothers (44% in 1970) were high school graduates.

6. A reversal of trends in 1970 indicated an increased number of parents with, at most, a grammar school education. The trend reversal also revealed that fewer fathers in 1970 than in 1968 had graduate school education and fewer mothers attended (not completed) high school.

7. Generally, it appeared that while more mothers than fathers completed high school, a larger percentage of fathers continued on to higher levels of education.

8. The three largest occupational categories for fathers in 1970 were General Labor and Factory Worker (18%), Skilled Tradesman and Craftsman (11%) and Managerial, Executive (11%). The two professional categories combined, however, totaled 14%.

9. There was a trend reversal in the number of employed mothers (42% in 1964, 54% in 1968, 51% in 1970) at the time the questionnaire was completed. Seventy percent of the mothers in 1970 had spent more than half their married life as a housewife, i.e., working, if at all, full- or part-time for fewer than half her married life.

10. For the 30% of the mothers who spent more than half their married live working part- or full-time, the most common occupation was Clerical (13%). A total of 8% of the mothers worked in semi-professional, technical or professional jobs.

11. Consistent with their higher levels of education, 14% of the fathers were in professional jobs, compared with 4% of the mothers.

12. The largest group of Freshmen in each class, approximately one-third, have come from families with two children. There was a noticeable increase in the percentage of students who came from families with six or more children (5% in 1964, 11% in 1970).

13. A reversal of trends in 1970 showed an increased percentage of families earning less than $5,000 (9% in 1970) and a decreased percentage of families earning between $10,000 - $15,000 (30% in 1970). The proportion of families earning more than $15,000 has tripled over the six year period.(25% in 1970).

14. For the first time in the six classes, in 1970, the largest number of Freshmen (56%) reported high school averages between 90 and 94, compared with 25% in 1964 and 38% in 1968. There were decreases in the 80-84 and 85-89 range. A total of only 10% of the students reported averages between 70-84, compared with 24% in 1964 and 14% in 1968.

15. Since 1964, the number of women reporting high school averages of 90 or higher has nearly doubled, whereas the percentage of men in that category has nearly tripled. Women, however, have consistently outnumbered men in higher average categories during the period.

16. There has been a considerable increase in the number of 1970 Freshmen who belonged to high school honor societies 42% in 1964, to 52% in 1968, increasing to 69% in 1970.

17. For the first time the percentage of men in honor societies was nearly equal to that of women.

18. The four most popular activities of the 1970 Freshmen were Clubs (73%), Intramural Athletics (45%), Publications (31%), and Government (36%). There has been a steady decline in participation of men in both Varsity and Intramural Athletics in high school.

19. Club officer was still the most popular (52% in 1970) of high school offices held, though it showed, for the first time, a slight decrease. There was a somewhat greater involvement of 1970 Freshmen than previous freshmen in student government (25% in 1970). Slightly more men than women were class and student government officers, whereas more women than men were club officers and publication editors.

20. There has been considerable increase in the number of students who were undecided about their vocational goal (10% in 1967, 25% in 1970).

21. The occupational preferences of men and women have remained decidedly different and quite stereotypic. The most popular vocational fields for women have consistently been Elementary and Secondary Education (19%), Nursing (7%) and Psychology (5%). Areas most frequently chosen by men were Engineering (17%), Medicine (14%) and the Natural and Physical Sciences (8%).

22. The choice of Buffalo as a place to work has fluctuated from 26% in 1964, to 14% in 1968, increasingto 19% in 1970. New York City's popularity has also varied from 15% in 1964 to 28% in 1968, decreasing to 19% in 1970. A total of 62% of the Freshmen indicated a preference to line in some area of the Eastern United States.

FRESHMAN CLASS STATUS REPORT: 1970-1971

Part II Biographical Data

A Comparison:
1964-1965
1967-1968
1968-1969
1970-1971

by

Frances Dolinsky

December 1970

Study 25

FOREWORD

In the Fall of 1964, the Division of Instructional Services established a longitudinal and developmental research project entitled Biography of a Class. The purpose of the project is to describe, in detail, characteristics of the students attending the State University of New York at Buffalo. The studies are undertaken to provide information about students to faculty and administration, and to contribute to the existing research in higher education.

Research was begun with the 1964 Freshman Class. These Freshmen, and the Freshmen of succeeding years, will be studied throughout their University careers and beyond. Studies will incorporate census data, biographical characteristics, follow-up data, sample surveys, and interview data.

To date, six series of census reports, collectively entitled Freshmen Class Status Report, have been published for the 1964, 1965, 1966, 1967, 1968 and 1969 Freshman Classes. In addition, the first follow-up study on the 1964 class, the first two interview studies of the 1966 Class the first interview study of the 1967 Class, and the 1969 Senior Survey, in part a follow-up of the 1965 Freshmen, have also been published.

The following study is one of a series of four census reports based upon the 1970 Freshman Class.

INTRODUCTION

This study presents biographical information obtained from the Student Personnel Questionnaire (SPQ) completed by the 1970-71 incoming[1] Freshmen during the 1970 Summer Planning Conferences.[2] The SPQ was developed and administered by University Research, Division of Instructional Services, and processed by the Instructional Services Programming Staff. Since not all Freshmen attended a Summer Planning Conference, the data was not based on the entire Freshman Class. Fifty-eight percent (1087) of the 1970 Freshman Class completed the questionnaire. This total did not include 226 Hospital Freshmen who attended a separate conference and did not complete the Student Personnel Questionnaire.

In this study, the 1970 Freshman Class is compared with two recent classes (1967, 1968) and the original Class (1964). Biographical Data was not collected for the 1969 Freshman Class due to the unavailability of research time at the 1969 Summer Planning Conferences. The data for the 1965 and 1966 classes have been excluded to produce a more manageable and readable publication. Information about the 1965 and 1966 Classes can be found in previous Biography of a Class Studies (No. 5-13, 15).

When no specific year is given, the reader may assume that a statement refers to the 1970 Freshman Class. The number of students in certain tables does not equal 1087, as some students did not complete all the items in the questionnaire. Proportions are based on the number of students responding to each item, rather than on the total number of students completing the questionnaire.

Since certain items on the questionnaire allowed for more than one answer, proportions in tables presenting data from these items do not total 1.00. Categories lacking data are indicated by a dash (-). Proportions less than .01 are denoted by .00. A blank indicates that information is not available. Proportions not totaling 1.00 are due to rounding errors.

The responses for each sex are presented separately in the tables, but are compared in the text only when judged sufficiently different. When the report discusses "Freshmen," making no references to men or women, the reader may assume that the distribution of responses is similar for the two sexes.

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[1] Does not include students who already have college credit.

[2] A series of conferences conducted for incoming Freshmen by University College, during which time students become oriented to the University and register for courses.

The following abbreviations are used:

N = number of students

P = proportion of students

SPQ = Student Personnel Questionnaire

SPC = Summer Planning Conference

70 = 1970-1971 Class

68 = 1968-1969 Class

67 = 1967-1968 Class

65 = 1965-1966 Class

64 = 1964-1965 Class

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BIOGRAPHICAL DATA

I STUDENT DATA

The 1970 data indicated a reversal of trends which had been evident for the years 1964-1968. These reversals will be of particular notice in the categories of personal background, parents' education, mothers' occupation, siblings, and family income. The increased admission of minority students into special University programs may in part account for the fluctuation in these areas.

A. Sex and Marital Status [Tables 1, 2]

Attendance at the 1970 Summer Planning Conference (SPC) was evenly divided between men and women. In the years 1964-1967 an approximate 6 to 4 ratio of males to females existed. The 1968 attendance presaged the development of a more even enrollment between the sexes.

Despite the fact that married individuals are less likely to attend the Conferences, *in 1970, for the first time, 3% were married.* This differs from previous years (1964-1968) when all, but, at most, five students were single. The enrollment of "older" students in special programs may in part account for the change in marital status.

B. Age [Table 3]

A majority of the 1970 Freshmen were 18; more than a third were 17. This is consistent with previous Classes when over 90% of each Class have been 17 or 18 years old.[1]

It was noted that *3% of the 1970 students reported that they were over 22.* This may partially account for the increase in the number of married students.

C. Place of Birth and Citizenship [Tables 4, 5]

Ninety-seven percent of the 1970 Freshmen were born in the United States; 2% were born outside the United States or Canada. A steady decrease of foreign-born women has been evident for the six classes (5% in 1965 vs. 1% in 1970).

Consistent with previous years, 99% of the attending Freshmen were American citizens.

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[1] The majority of the 1964 class were 17. This discrepancy may be due to the fact that in 1964, the Freshmen were asked their ages as of the particular conference they attended, rather than their age as of September 1.

II FAMILY BACKGROUND

A. Personal [Tables 6, 7]

In 1970 several changes in guardianship were noticeable. *Eighty-eight percent of the 1970 Freshmen reported their father as male guardian, compared with 98% in 1964 and 94% in 1968.* In 1968, only 5% of the students indicated they had no male guardian; in 1970 that percentage increased to 9%. A third change was also evident in that 94% of the 1970 Class reported their mother as female guardian, compared with 98% in 1968.

In the following discussion, the terms father and mother refer also to step-father/male guardian, or step-mother/female guardian.

B. Parental Birthplace

1. Father [Table 8]

As in the past, 88% of the fathers were born in the United States; 1% were born in Canada; 11% in other countries.

2. Mother [Table 9]

Eighty-nine percent of the mothers were born in the United States, 1% in Canada and 10% elsewhere. These percentages are also consistent with previous years.

C. Parental Education

Students were asked to indicate the highest educational level achieved by each parent.

1. Father [Table 10]

It has remained consistent that since 1964 *the largest percentage of fathers (29% in 1970) were high school graduates.* Twelve percent had attended a four-year college; an additional 13% graduated from a four-year college. These two latter categories have remained relatively constant for the six classes.

In accordance with the pattern of trend reversals in 1970, other categories in this area have fluctuated. The percentage of fathers with a grammar school education decreased from 10% in 1964 to 5% in 1968, increasing to 8% in 1970. Those with graduate degrees increased from 8% in 1964 to 11% in 1968, but decreased to 9% in 1970.

2. Mother [Table 11]

The largest percentage of mothers in 1970 completed high school (44%), a decrease of 3% from previous classes.

Consistent with the trend reversals of this year, 7% of the mothers completed grammar school, compared with 10% in 1964 and 4% in 1968. Fourteen percent had attended, but not completed, high school in 1970, compared with 19% in 1964 and 12% in 1968.

The only noticeable difference between the sexes was that 9% of the males' mothers had attended, but not graduated from, a four-year college, compared with 13% of the females' mothers.

A comparison of the educational levels achieved by parents indicated that in 1970 65% of the mothers, but 54% of the fathers had, at most, completed their high school education. However 45% of the fathers continued beyond a high school degree, compared with 35% of the mothers. Approximately 20% of mothers and fathers attended trade school, junior college or some four-year college. The sex differences in educational attainment were more apparent at the higher educational levels: 24% of the fathers attended or graduated from a four-year college and/or graduate school, compared with 15% of the mothers.

Generally it appears that although more mothers than fathers completed high school, a larger percentage of the fathers continued on to higher levels of education.

D. Parental Occupation[1]

1. Father [Table 12]

In the class of 1970, 96% of the male guardians were employed at the time the questionnaire was completed, compared with 94% in 1964 and 97% in 1968.

The three largest occupational categories[2] *in 1970 were General Labor and Factory Worker* [e.g., machine operator, construction worker] (18%), *Skilled Tradesman and Craftsman* [e.g., jeweler, furrier] (11%), and *Managerial, Executive* [e.g., company or government official] (11%). The combined categories of *Professional I* [teacher, engineer] and *Professional II* [doctor, lawyer] totaled 14%. Eight percent of the students reported their fathers' occupation was not listed.

2. Mother [Table 13]

A decrease in the number of employed mothers (51% in 1970 vs. 54% in 1968 and 42% in 1964) at the time the questionnaire was completed, is consistent with the pattern of trend reversals evident this year.

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[1] Due to a change in the format of the questionnaire, only the 1970 data are reported. Data concerning occupational status of fathers and mothers for the years 1964-1968 is available in Biographical Data, Freshman Class Status Report: 1968-1969; BIOGRAPHY OF A CLASS Study 20, p. 15-30.

[2] A complete explanation of all occupational categories is located in the Appendix.

Seventy percent of the mothers in 1970 were classified as "housewife."[1] The remaining mothers were reported as having spent more than half their married lives in part- or full-time jobs. For these, the *most common occupation, outside the home was Clerical* [e.g., secretary, bookkeeper] (13%). Other areas of employment for mothers included *Semi-Professional, Technical* [e.g., nurse, technician] (4%) and *Professional I* [e.g., teacher, engineer] (4%). Two percent ot the students reported their mothers' occupation was not listed.

A comparison of the occupational status between parents indicated that 18% of the fathers were doing *General Labor and Factory Work*, compared with 3% of the mothers. Thirteen percent of the mothers were doing *Clerical* work, compared with 4% of the fathers. Women were not working in any of the following areas: *Skilled Tradesman or Craftsman, Law Enforcement, Salesman or Buyer, Small Business Proprietor or Shop Owner, Finance, Arts and Communication*, and advanced *Professional* work, compared with a total of 34% of the fathers who are so employed. Consistent with their higher levels of education (graduate degrees), 14% of the fathers were in *Professional* jobs, compared with 4% of the mothers.

E. Siblings [Table 14]

The largest group of Freshmen in each class, approximately one-third, have come from families with two children. There was a decrease, however, in this group in 1970 (33%), compared with 38% in 1964 and 37% in 1968. There has also been a steady decrease in the proportion of students having no siblings, 5% in 1968 and 1970, compared with 10% in 1964 and 7%, in 1967. *There was a noticeable increase in the percentage of students who came from families with six or more children (5% in 1964, 11% in 1970).*

Percentages in other categories remained relatively constant.

F. Gross Family Income [Table 15]

The 1970 data revealed two trend reversals in family income. *The proportion of families earning below $5,000 decreased from 12% in 1964 to 6% in 1968, then increased to 9% in 1970. In the $10,000 - $15,000 category, percentages increased from 19% in 1964 to 34% in 1968, then decreased to 30% in 1970.*

There has been a steady decrease in the proportion of families earning $5,000 to $10,000 (61% in 1964 vs. 36% in 1970). The proportion of families earning over $15,000 has tripled over the six-year period (8% in 1964 vs. 25% in 1970). These two changes may be partially a result of inflation and partially an indication that Freshmen from higher income families are now entering the University. It should also be noted that the increase in families earning less than $5,000 may be a reflection of the larger minority enrollment.

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[1] Students were instructed to indicate the occupation in which their mother spent more than half her married life. If she was employed either part-time or full-time for fewer than half of her married years, her occupation was to be classified as "Housewife." It was not necessary for the mother to be gainfully employed at the time of the questionnaire.

III HIGH SCHOOL INFORMATION

A. High School Average [Table 16]

The admissions standards have apparently become increasingly selective. *For the first time in the six classes, in 1970, the largest number of Freshmen (56%) had averages between 90 and 94, compared with 25% in 1964 and 38% in 1968.* These were complemented by decreases in the 85-89 range (49% in 1964, 28% in 1970) and in the 80-84 range (22% in 1964, 6% in 1970). A total of 61% of the 1970 class had averages of 90 or higher, compared with 27% in 1964 and 41% in 1968. Despite a slight increase in the proportion of students in the 70-79 range (2% in 1964, 4% in 1970), which may again be partially due to special-program enrollment, *a total of only 10% of the students in 1970 reported averages between 70 and 84, compared with 24% in 1964 and 14% in 1968.*

A comparison of men and women revealed differences in two areas. In 1970, 58% of the men reported averages of 90 or higher, compared with 66% of the women. Since 1964 the number of women in this range has nearly doubled, whereas the percentage of men in that category has tripled. Women, however, have consistently outnumbered the men in the higher-average categories during the period.

B. Freshman Participation in High School Activities [Table 17]

The four most popular activities of the 1970 Freshmen were clubs (73%), Intramural Athletics (45%), Publications (39%) and Government (36%). Women have consistently been more active in the areas of Music, Drama, Publications and Clubs. Although men have had a greater interest in Athletics, there has been a steady decline in both Varsity Athletics (52% in 1964 vs. 46% in 1970) and Intramural Athletics (57% in 1967 vs. 52% in 1970). Thirty-three percent of the students reported that they were involved in activities which were not listed.

C. High School Honors [Table 18]

There was a considerable increase in the number of 1970 Freshmen who belonged to high school honor societies. *In the six classes there has been an increase from 42% in 1964 to 52% in 1968 to 69% in 1970.*

For the first time the number of men in honor societies was nearly equal to the number of women, the percentage of men having increased from 36% in 1964 to 68% in 1970, while the percentage of women increased from 51% to 71%.

Generally the increase of Freshmen in honor societies is consistent with the increase in their high school averages. These changes reflect a trend toward higher admissions standards since 1964.

D. Offices Held in High School [Table 19]

Although the category of Club Officer was still the most popular (52% in 1970), it has for the first time shown a decrease (6%). Editors of Publications (24% in 1970) has remained fairly constant in the past three classes, although it has more than doubled in popularity since 1964. There was a noticeable change in participation in Student Government which has increased from 19% (in 1967 and 1968) to 25% (in 1970). A comparison of men and women revealed that *slightly more men than women were class and student government officers, whereas more women than men were club officers and publication editors.*

IV EMPLOYMENT PLANS AFTER GRADUATION

A. Planned Vocational Fields [Table 20]

There has been a considerable increase in the number of students who indicated they were undecided about their vocational goals (10% in 1967, 25% in 1970).

As in 1968, the most popular vocational field for women was elementary and secondard education (19%). Engineering (17%) and Medicine (14%) continued to be the most frequently chosen by men, although the former has somewhat decreased in popularity. During the 1965-1970 period, there have also been noticeable decreases in the areas of Business Administration, Government Service Mathematics and Accounting. Interest in the Fine Arts has fluctuated from 18% in 1965 to 24% in 1968 to 11% in 1970. Architecture is the only area to attract more men (3% in 1967 vs. 7% in 1970), whereas accounting has been chosen by a slightly larger number of women (2% in 1967 vs. 6% in 1970).

The occupational preferences of men and women have remained decidedly different and quite stereotypic. In order of decreasing preference, men have consistently shown a greater interest in the areas of Engineering, Medicine, the Natural and Physical Sciences, Law, Dentistry, Politics, Business Administration, Communications and Architecture. Women have continually preferred Education, Nursing, Psychology, Guidance and Counseling, Medical Technology, Social Welfare, Physical and Occupational Therapy, Language Interpreter and Speech Therapist.

One percent of the students indicated that they desired "no formal (establishment) occupation."

B. Preferred Work Location [Table 21]

Compared with 1968, there have been two noticeable changes in preferred work locations of 1970 Freshmen. *The choice of Buffalo as a place to work has fluctuated from 26% in 1964 to 14% in 1968 to 19% in 1970. New York City's popularity has also varied from 15% in 1964 to 28% in 1968 to 19% in 1970.* These fluctuations may reflect the changing geographical representation in these classes.

Ten percent of the students reported they would prefer Western New York, compared with 5% who chose Eastern New York. A total of 62% indicated a preference to live in some area of the Eastern United States, compared with 9% who chose the West Coast or another area of the United States. Twenty-six percent of the students reported they had no preference for work location after graduation.

Table 1: Summer Planning Conference Attendance

YEAR	Males N	Males P	Females N	Females P	Total N	Total P
1970	529	.50	539	.50	1068	1.00
1968	994	.54	844	.46	1838	1.00
1967	932	.56	744	.44	1676	1.00
1964	1184	.57	888	.43	2072	1.00

Table 2 Marital Status

MARITAL STATUS	YEAR	Males N	Males P	Females N	Females P	Total N	Total P
Single	70	506	.98	514	.96	1022	.97
	68	977	1.00	832	1.00	1812	1.00
	67	926	1.00	737	1.00	1663	1.00
	64	1184	1.00	888	1.00	2072	1.00
Married	70	12	.02	12	.02	27	.03
	68	1	.00	2	.00	3	.00
	67	2	.00	3	.00	5	.00
	64	-	-	-	-	-	-
Divorced	70	-	-	6	.01	6	.01
	68	-	-	-	-	-	-
	67	-	-	-	-	-	-
	64	-	-	-	-	-	-
Widowed	70	-	-	1	.00	2	.00
	68	-	-	-	-	-	-
	67	1	.00	-	-	1	.00
	64	-	-	-	-	-	-

Table 3: Age

AGE[a]	YEAR	Males N	Males P	Females N	Females P	Total N	Total P
Under 17	70	19	.04	19	.04	38	.04
	68	33	.03	37	.04	70	.04
	67	18	.02	16	.02	34	.02
	64	35	.03	33	.04	68	.03
17	70	192	.37	187	.35	384	.36
	68	393	.40	342	.41	735	.40
	67	343	.37	292	.39	635	.38
	64	619	.52	473	.53	1092	.53
18	70	276	.53	288	.54	570	.54
	68	553	.56	456	.54	1009	.55
	67	559	.60	432	.58	991	.59
	64	482	.41	367	.41	849	.41
19	70	10	.02	9	.02	20	.02
	68	10	.01	6	.01	16	.01
	67	9	.01	2	.00	11	.01
	64	32	.03	9	.01	41	.02
20	70	3	.01	4	.01	8	.01
	68	1	.00	2	.00	3	.00
	67	1	.00	1	.00	2	.00
	64	9	.01	3	.00	12	.01
21	70	2	.00	5	.01	7	.01
	68	–	–	–	–	–	–
	67	–	–	–	–	–	–
	64	5	.00	2	.00	7	.00
22	70	2	.00	2	.00	5	.00
	68	–	–	–	–	–	–
	67	–	–	–	–	–	–
	64	–	–	1	.00	1	.00
Over 22	70	14	.03	16	.03	31	.03
	68	1	.00	–	–	1	.00
	67	1	.00	–	–	1	.00
	64	1	.00	–	–	1	.00

[a] In 1964, age as of Summer Planning Conference. In other years, age as of September 1.

Table 4: Place of Birth

PLACE OF BIRTH	YEAR	Males		Females		Total	
		N	P	N	P	N	P
United States	70	503	.96	522	.98	1038	.97
	68	960	.97	826	.98	1786	.98
	67	902	.92	726	.98	1628	.97
	64	1130	.96	844	.95	1974	.97
Canada	70	2	.00	3	.01	5	.00
	68	9	.01	3	.00	12	.00
	67	6	.01	2	.00	8	.00
	64	14	.01	3	.00	17	.01
Other	70	19	.04	7	.01	26	.02
	68	20	.02	13	.02	33	.02
	67	20	.02	15	.02	35	.02
	64	39	.03	41	.05	80	.04

Table 5: Citizenship

CITIZENSHIP	YEAR	Males		Females		Total	
		N	P	N	P	N	P
United States	70	513	.99	526	.99	1053	.99
	68	978	.99	833	.99	1811	.99
	67	919	.99	735	.99	1654	.99
	64	1163	.98	873	.99	2036	.99
Canada	70	-	-	3	.01	3	.00
	68	6	.01	1	.00	7	.00
	67	5	.01	1	.00	6	.00
	64	11	.01	2	.00	13	.01
Other	70	5	.01	2	.00	7	.01
	68	6	.01	4	.00	10	.01
	67	3	.00	4	.01	7	.00
	64	7	.01	8	.01	15	.01

Table 6: Male Guardianship

MALE GUARDIAN	YEAR	Males N	Males P	Females N	Females P	Total N	Total P
Father	70	467	.90	465	.87	942	.88
	68	925	.93	794	.94	1719	.94
	67	867	.93	690	.93	1557	.93
	64	1063	.98	816	.98	1879	.98
Stepfather	70	7	.01	13	.02	21	.02
	68	14	.01	12	.01	26	.01
	67	12	.01	10	.01	22	.01
	64	15	.01	13	.02	28	.01
Legal Guardian	70	5	.01	2	.00	7	.01
	68	3	.00	2	.00	5	.00
	67	-	-	3	.01	3	.01
	64	4	.00	2	.00	6	.00
None[a]	70	40	.08	53	.10	96	.09
	68	50	.05	35	.04	85	.05
	67	53	.06	41	.06	94	.06
	64						

Table 7: Female Guardianship

FEMALE GUARDIAN	YEAR	Males N	Males P	Females N	Females P	Total N	Total P
Mother	70	493	.94	504	.95	1009	.94
	68	971	.98	822	.97	1793	.98
	67	905	.97	723	.97	1628	.97
	64	1046	.98	819	.99	1865	.98
Stepmother	70	14	.03	7	.01	21	.02
	68	12	.01	8	.01	20	.01
	67	12	.01	8	.01	20	.01
	64	15	.01	7	.01	22	.01
Legal Guardian	70	6	.01	3	.01	9	.01
	68	1	.00	1	.00	2	.00
	67	2	.00	2	.00	4	.00
	64	11	.01	4	.00	15	.01
None[a]	70	12	.02	17	.03	32	.03
	68	8	.01	13	.02	21	.01
	67	12	.01	11	.01	23	.01
	64						

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[a] This category was not included in the 1964 questionnaire.

Table 8: Father's[a] Birthplace

PLACE OF BIRTH	YEAR	Males		Females		Total	
		N	P	N	P	N	P
United States	70	406	.87	419	.89	832	.88
	68	826	.88	697	.88	1523	.88
	67	769	.88	624	.90	1393	.89
	64	998	.87	739	.86	1737	.86
Canada	70	5	.01	6	.01	11	.01
	68	17	.02	16	.02	33	.02
	67	13	.02	8	.01	21	.01
	64	27	.02	8	.01	35	.02
Other	70	57	.12	46	.10	104	.11
	68	91	.10	83	.10	174	.10
	67	87	.10	65	.09	152	.10
	64	128	.11	113	.13	241	.12

[a] Refers to father, stepfather, or male guardian.

Table 9: Mother's[b] Birthplace

PLACE OF BIRTH	YEAR	Males		Females		Total	
		N	P	N	P	N	P
United States	70	444	.89	440	.88	892	.89
	68	864	.89	732	.90	1596	.90
	67	814	.90	643	.89	1457	.90
	64	1002	.88	763	.89	1765	.88
Canada	70	5	.01	8	.02	13	.01
	68	19	.02	8	.01	27	.02
	67	22	.02	10	.01	32	.02
	64	32	.03	12	.01	44	.02
Other	70	50	.10	50	.10	101	.10
	68	90	.09	70	.09	160	.09
	67	66	.07	66	.09	132	.08
	64	102	.09	87	.10	189	.09

[b] Refers to mother, stepmother, or female guardian.

Table 10: Father's Education

HIGHEST EDUCATION[a] COMPLETED BY FATHER[b]	YEAR	Males		Females		Total	
		N	P	N	P	N	P
Grammar School	70	48	.10	33	.07	82	.08
	68	51	.05	33	.04	84	.05
	67	44	.05	40	.06	84	.05
	64	110	.10	85	.10	195	.10
Some High School	70	81	.17	77	.16	161	.17
	68	163	.17	101	.13	264	.15
	67	161	.18	100	.14	261	.17
	64	279	.24	163	.19	442	.22
High School Graduate	70	140	.30	139	.29	284	.29
	68	315	.33	233	.29	548	.31
	67	265	.30	213	.30	478	.30
	64	384	.33	262	.30	646	.32
Trade School[c] or Some Junior College	70	29	.06	41	.09	70	.07
	68	61	.06	60	.07	121	.07
	67	65	.07	68	.10	133	.08
	64						
Two-Year[c] College Graduate	70	12	.03	7	.01	19	.02
	68	17	.02	14	.02	31	.02
	67	17	.02	12	.02	29	.02
	64						
Some Four[c] Year College	70	55	.12	61	.13	116	.12
	68	125	.13	114	.14	239	.14
	67	119	.14	98	.14	217	.14
	64	162	.14	134	.15	296	.15
Four-Year College Graduate	70	59	.12	64	.13	124	.13
	68	108	.11	124	.15	232	.13
	67	90	.10	83	.12	173	.11
	64	126	.11	113	.13	239	.12
Some Graduate School	70	8	.02	11	.02	19	.02
	68	19	.02	21	.03	40	.02
	67	33	.04	22	.03	55	.03
	64	18	.02	26	.03	44	.02
Graduate Degree	70	41	.09	47	.10	89	.09
	68	83	.09	107	.13	190	.11
	67	84	.10	67	.10	151	.10
	64	71	.06	82	.09	153	.08

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[a] Caution is advised in reading Tables 10 and 11. The categories were mutually exclusive; Freshmen marked only one category, indicating highest level of education completed.

[b] Refers to father, stepfather, or male guardian.

[c] In 1964, on Tables 10 and 11, "Some Four-Year College" and "Four-Year College Graduate" categories were designated "Some College" and "College Graduate"; each included fathers who had attended and/or graduated from a trade school or a two-year college. In 1967, 1968, and 1970 these latter two categories were listed separately.

Table 11: Mother's Education

HIGHEST EDUCATION COMPLETED BY MOTHER[a]	YEAR	Males		Females		Total	
		N	P	N	P	N	P
Grammar School	70	42	.08	28	.05	70	.07
	68	47	.05	26	.03	73	.04
	67	53	.06	33	.05	86	.05
	64	119	.10	71	.08	190	.10
Some High School	70	74	.15	75	.15	149	.14
	68	133	.14	91	.11	224	.12
	67	118	.13	84	.11	202	.12
	64	206	.18	167	.19	373	.19
High School Graduate	70	232	.46	212	.41	454	.44
	68	476	.48	376	.45	852	.47
	67	441	.48	335	.46	776	.47
	64	562	.50	380	.44	942	.47
Trade School[b] or Some Junior College	70	25	.05	32	.06	58	.06
	68	56	.06	71	.09	127	.07
	67	70	.08	74	.10	144	.09
	64						
Two-Year[b] College Graduate	70	19	.04	16	.03	35	.03
	68	28	.03	26	.03	54	.03
	67	26	.03	24	.03	50	.03
	64						
Some Four[b] Year College	70	45	.09	66	.13	112	.11
	68	103	.10	104	.13	207	.11
	67	103	.11	73	.10	176	.11
	64	127	.11	119	.14	246	.12
Four-Year College Graduate	70	41	.08	47	.09	88	.09
	68	71	.07	77	.09	148	.08
	67	51	.06	51	.07	102	.06
	64	87	.08	94	.11	181	.09
Some Graduate School	70	10	.02	11	.02	21	.02
	68	28	.03	24	.03	52	.03
	67	27	.03	26	.04	53	.03
	64	12	.01	15	.02	27	.01
Graduate Degree	70	15	.03	27	.05	43	.04
	68	40	.04	32	.04	72	.04
	67	30	.03	32	.04	62	.04
	64	22	.02	18	.02	40	.02

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[a] Refers to mother, stepmother, or female guardian.

[b] In 1964, on Tables 10 and 11, "Some Four-Year College" and "Four-Year College Graduate" categories were designated "Some College" and "College Graduate"; each included mothers who had attended and/or graduated from a trade school or a two-year college. In 1967, 1968, and 1970 these latter two categories were listed separately.

Table 12: Usual Occupation of Father

CATEGORIES[a]	YEAR[d]	Males N	Males P	Females N	Females P	Total N	Total P
General Labor, Factory Worker	70	88	.19	80	.17	171	.18
Skilled Tradesman, Craftsman	70	56	.12	52	.11	108	.11
Personal Service	70	6	.01	12	.03	18	.02
Clerical	70	20	.04	16	.03	37	.04
Supervisor, Foreman	70	34	.07	37	.08	73	.08
Fireman, Policeman Law Enforcement Official	70	11	.02	7	.02	18	.02
Salesman (Commission Salary), Buyer	70	36	.08	24	.05	60	.06
Small Business Proprietor, Shop Owner, Small Farm	70	29	.06	50	.11	80	.08
Semi-professional or technical	70	22	.05	22	.05	44	.05
Managerial, Executive	70	55	.12	45	.10	102	.11
Financial	70	5	.01	7	.02	12	.01
Arts and Communications	70	5	.01	3	.01	8	.01
Professional I[b]	70	40	.09	45	.10	86	.09
Professional II[c]	70	23	.05	22	.05	46	.05
Not Listed	70	39	.08	40	.09	80	.08

[a] The questionnaire coding table containing representative occupations for each category is reproduced in the Appendix.

[b] Requires a master's degree or some professional training beyond college -- e.g., teacher, engineer.

[c] Requires a doctorate or advanced professional degree -- e.g., lawyer, doctor.

[d] These categories were used for the first time in 1970, precluding comparisons with preceding years.

Table 13: Usual Occupation of Mother

CATEGORIES[a]	YEAR[d]	Males N	Males P	Females N	Females P	Total N	Total P
Housewife	70	348	.70	342	.69	698	.70
General Labor Factor Worker	70	17	.03	11	.02	28	.03
Skilled Tradesman Craftsman	70	1	.00	-	--	1	.00
Personal Service	70	6	.01	9	.02	15	.01
Clerical	70	63	.13	60	.12	125	.13
Supervisor, Foreman, etc.	70	4	.01	3	.01	7	.01
Fireman, Policeman Law Enforcement Official, etc.	70	1	.00	1	.00	2	.00
Salesman (Commission Salary), Buyer	70	4	.01	1	.00	5	.00
Small Business Proprietor, Shop Owner, Small Farm	70	1	.00	4	.01	5	.00
Semi-Professional, Technical	70	17	.03	21	.04	39	.04
Managerial, Executive	7	3	.01	3	.01	6	.01
Financial	70	-	-	-	-	-	-
Arts and Communication	70	-	.00	3	.01	3	.00
Professional I[b]	70	17	.03	25	.05	43	.04
Professional II[c]	70	1	.00	-	-	1	.00
Not Listed	70	11	.02	10	.02	22	.02

[a] The questionnaire coding table containing representative occupations for each category is reproduced in the Appendix.

[b] Requires a master's degree or some professional training beyond college -- e.g., teacher, engineer.

[c] Requires a doctorate or advanced professional degree -- e.g., lawyer, doctor.

[d] These categories were used for the first time in 1970, precluding comparisons with preceding years.

Table 14: Number of Living Brothers and Sisters

NUMBER[a] OF LIVING BROTHERS AND SISTERS	YEAR	Males N	Males P	Females N	Females P	Total N	Total P
None	70	17	.03	31	.06	49	.05
	68	54	.05	44	.05	98	.05
	67	64	.07	52	.07	116	.07
	64	109	.09	97	.11	206	.10
One	70	172	.33	177	.33	356	.33
	68	340	.34	337	.40	677	.37
	67	332	.36	274	.37	606	.36
	64	421	.36	363	.41	784	.38
Two	70	162	.31	158	.30	321	.30
	68	293	.30	250	.30	543	.30
	67	282	.30	199	.27	481	.29
	64	353	.30	240	.27	593	.29
Three	70	74	.14	74	.14	149	.14
	68	156	.16	103	.12	259	.14
	67	131	.14	119	.16	250	.15
	64	150	.13	97	.11	247	.12
Four	70	37	.07	46	.09	86	.08
	68	78	.08	49	.06	127	.07
	67	62	.07	48	.06	110	.07
	64	78	.07	41	.05	119	.06
Five	70	29	.06	21	.04	51	.05
	68	37	.04	23	.03	60	.03
	67	34	.04	28	.04	62	.04
	64	37	.03	21	.02	58	.03
Six	70	13	.02	11	.02	25	.02
	68	18	.02	25	.03	43	.02
	67	12	.01	16	.02	28	.02
	64	18	.02	12	.01	30	.01
Over Six	70	19	.04	17	.03	40	.04
	68	16	.02	13	.01	29	.01
	67	15	.02	7	.01	22	.01
	64	10	.01	13	.01	23	.01

[a] Does not include the student.

Table 15: Gross Family Income

GROSS FAMILY INCOME	YEAR	Males		Females		Total	
		N	P	N	P	N	P
Below $5,000	70	36	.07	51	.10	89	.09
	68	58	.06	57	.07	115	.06
	67	63	.07	51	.07	114	.07
	64	130	.11	112	.13	242	.12
$5,000 - $10,000	70	191	.38	170	.34	368	.36
	68	421	.43	302	.37	723	.40
	67	405	.44	314	.43	719	.43
	64	738	.64	489	.57	1227	.61
$10,000 - $15,000	70	141	.28	161	.32	307	.30
	68	316	.32	295	.36	611	.34
	67	301	.32	261	.35	562	.34
	64	211	.18	181	.21	392	.19
Over $15,000	70	141	.28	116	.23	259	.25
	68	185	.19	155	.19	340	.19
	67	161	.17	111	.15	272	.16
	64	77	.07	77	.09	154	.08

Table 16: High School Average

APPROXIMATE HIGH SCHOOL AVERAGE	YEAR	Males		Females		Total	
		N	P	N	P	N	P
95+	70	28	.05	31	.06	59	.05
	68	25	.03	31	.04	56	.03
	67	7	.01	30	.04	37	.02
	64	17	.01	21	.02	38	.02
90-94	70	280	.53	321	.60	607	.56
	68	304	.31	388	.46	692	.38
	67	240	.26	389	.52	629	.33
	64	213	.18	305	.34	518	.25
85-89	70	165	.31	134	.25	305	.28
	68	475	.48	358	.42	833	.45
	67	487	.52	283	.38	770	.46
	64	561	.48	451	.51	1012	.49
80-84	70	29	.05	29	.05	61	.06
	68	170	.17	61	.07	231	.13
	67	175	.19	37	.05	212	.13
	64	354	.30	106	.12	460	.22
70-79	70	24	.05	15	.03	40	.04
	68	17	.02	6	.01	23	.01
	67	21	.02	4	.01	25	.02
	64	30	.03	3	.00	33	.02
Under 70	70	2	.00	2	.00	5	.00
	68	2	.00	-	-	2	.00
	67	2	.00	-	-	2	.00
	64	2	.00	1	.00	3	.00

Table 17: Freshman Participation in High School Activities

ACTIVITY[a]	YEAR	Males		Females		Total	
		N	P	N	P	N	P
Varsity Athletics	70	225	.46	53	.10	282	.27
	68	458	.48	76	.09	539	.30
	67	439	.49	63	.09	502	.31
	64	611	.52	66	.07	677	.33
Intramural Athletics	70	256	.52	197	.38	461	.45
	68	530	.56	305	.37	835	.47
	67	510	.57	322	.44	832	.51
	64	646	.55	331	.37	977	.47
Clubs	70	320	.65	423	.82	753	.73
	68	651	.69	692	.84	1343	.76
	67	646	.72	658	.90	1304	.80
	64	859	.73	798	.90	1657	.80
Government	70	169	.34	197	.38	369	.36
	68	276	.29	330	.40	606	.34
	67	264	.29	284	.39	548	.34
	64	378	.32	299	.34	677	.33
Music	70	120	.24	193	.37	320	.31
	68	227	.24	339	.41	566	.32
	67	222	.25	297	.41	519	.32
	64	234	.20	310	.35	544	.26
Publications	70	150	.31	250	.48	404	.39
	68	292	.31	417	.51	709	.40
	67	243	.27	362	.50	605	.37
	64	270	.23	466	.52	736	.36
Drama	70	80	.16	159	.31	242	.24
	68	154	.16	229	.28	383	.22
	67	134	.15	219	.30	353	.22
	64	181	.15	263	.30	444	.21
Debate	70	46	.09	55	.11	105	.10
	68	93	.10	61	.07	154	.09
	67	64	.07	57	.08	121	.07
	64	80	.07	74	.08	154	.07
Other	70	138	.28	189	.36	334	.33
	68	257	.27	303	.37	560	.32
	67	251	.28	272	.37	523	.32
	64	117	.10	223	.25	340	.16

[a] Proportions are not additive, as the categories were not mutually exclusive. Students were told to mark as many as applied.

Table 18: Honor Society Members

HONORS	YEAR	Males N	Males P	Females N	Females P	Total N	Total P
High School Honor Society	70	348	.68	366	.71	719	.69
	68	435	.44	511	.61	946	.52
	67	382	.41	494	.66	876	.52
	64	413	.36	444	.51	357	.42

Table 19: Offices Held in High School

OFFICE	YEAR	Males N	Males P	Females N	Females P	Total N	Total P
Class Officer	70	96	.28	79	.20	180	.24
	68	171	.30	140	.24	311	.27
	67	147	.27	118	.23	265	.25
	64	167	.14	144	.16	311	.15
Student Government Officer[a]	70	94	.28	88	.23	183	.25
	68	121	.22	103	.17	224	.19
	67	117	.21	89	.17	206	.19
	64						
Club Officer	70	143	.42	234	.60	385	.52
	68	295	.53	369	.63	664	.58
	67	303	.55	349	.67	652	.61
	64	309	.26	325	.37	634	.31
Editor of Publication	70	73	.21	102	.26	178	.24
	68	119	.21	173	.29	292	.25
	67	106	.19	148	.28	254	.24
	64	81	.07	125	.14	206	.10
Other	70	145	.43	117	.30	268	.36
	68	187	.33	177	.30	364	.32
	67	199	.36	166	.32	365	.34
	64	225	.19	195	.22	420	.20

[a] The "Student Government Officer" category was not included in the 1964 questionnaire.

Table 20: Planned Vocational Fields

		Males		Females		Total	
VOCATIONAL FIELD	YEAR[a]	N	P	N	P	N	P
Accounting	70	5	.01	6	.01	11	.01
	68	15	.02	-	-	16	.01
	67	25	.03	2	.00	27	.02
	65					22	.02
Advertising	70	1	.00	3	.01	4	.00
	68	1	.00	6	.01	7	.00
	67	5	.01	7	.01	12	.01
	65					3	.00
Applied Arts[b]	70	4	.01	2	.00	7	.01
Archaeology, Anthropology[c]	70	1	.00	3	.01	5	.00
	68	1	.00	3	.00	4	.00
	67	-	-	3	.00	3	.00
	65						
Architecture	70	7	.01	1	.00	8	.01
	68	2	.00	2	.00	4	.00
	67	3	.00	-	-	3	.00
	65					-	-
Astronaut,[c] Pilot	70	3	.01	-	-	3	.00
	68	3	.00	-	-	3	.00
	67	3	.00	-	-	3	.00
	65					1	.00

(Table continued on pages 22 to 26)

Note.-It cannot be assumed that these selections accurately predict the occupations the students will ultimately enter.

Data in Table 20 does not use 1964 as the baseline since no vocational information was collected that year. The 1965 data was obtained from the Vocational Fields Inventory, administered to Freshmen in October, 1965, during a Freshmen Conference Hour (N=1149). The format in 1965 did not provide for a breakdown of information on the basis of sex. In 1967, 1968, and 1970 the data was obtained from the Student Personnel Questionnaire.

Due to changes in format, the categories of Commercial Airline Service, Insurance, and Secretarial Services were omitted from the 1970 questionnaire and have been omitted from this table. For data from preceding years see Biographical Data, Freshmen Class Status Report: 1968-1969, BIOGRAPHY OF A CLASS Study 20, p. 35-8.

[a] No comparison was made of the data from 1967 and 1968 with the 1965 data, due to a change in format. Limited comparisons were made with the 1970 data due to changes in specific categories.

[b] New category in the 1970 questionnaire.

[c] "Anthropology" and "Astronaut" were added to their respective categories in the 1970 questionnaire.

Table 20: Planned Vocational Fields (Continued)

		Males		Females		Total	
VOCATIONAL FIELD	YEAR	N	P	N	P	N	P
Astronomy[d]	70	2	.00	1	.00	3	.00
Biology, Biochemistry[d]	70	14	.03	6	.01	20	.02
Business Administration, Management	70	10	.02	5	.01	15	.01
	68	27	.03	6	.01	33	.02
	67	33	.04	3	.00	36	.02
	65					41	.04
Chemistry[d]	70	8	.02	5	.01	13	.01
Computer Science[e]	70	6	.01	4	.01	10	.01
Communications (Journalism, Radio T.V., etc.)	70	8	.02	2	.00	11	.01
	68	7	.01	4	.01	11	.01
	67	5	.01	1	.00	6	.00
	65					1	.00
Dentistry	70	17	.03	-	-	17	.02
	68	38	.04	1	.00	39	.02
	67	39	.04	1	.00	40	.02
	65					25	.02
Education, College and University	70	11	.02	10	.02	21	.02
	68	19	.02	10	.01	29	.02
	67	17	.02	16	.02	33	.02
	65					11	.01
Education, Elementary and Secondary	70	21	.04	101	.19	123	.12
	68	33	.03	157	.19	190	.10
	67	26	.03	131	.18	157	.09
	65					127	.11
Engineering[f]	70	83	.17	4	.00	87	.09
	68	223	.23	6	.01	229	.13
	67	230	.25	2	.00	232	.14
	65					199	.17
Aerospace[f]	70	13	.03	2	.00	16	.02

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[d] In 1970, what had previously been the category of the "Physical Sciences" was broken down into the six specific areas: Astronomy, Biology and Biochemistry, Chemistry, Geology and Geophysics, Physics, and Physical Sciences (unspecified). Data concerning the area of the "Physical Sciences" for the years 1965-1968 is available in Biographical Data, Freshman Class Status Report: 1968-1969, BIOGRAPHY OF A CLASS Study 20, p. 37.

[e] New category in the 1970 questionnaire.

[f] In the 1970 questionnaire, the category of "engineer" was broken down into specific areas of training.

Table 20: Planned Vocational Fields (Continued)

		Males		Females		Total	
VOCATIONAL FIELD	YEAR	N	P	N	P	N	P
Engineering (Cont'd)							
Chemical	70	12	.02	-	--	12	.01
Civil	70	11	.02	1	.00	12	.01
Electrical	70	30	.06	-	-	30	.03
Mechanical	70	8	.02	-	-	9	.01
Systems	70	1	.00	-	-	1	.00
Other	70	8	.02	1	.00	9	.00
Financial (Banking Stocks, Real Estate)	70	-	-	1	.00	1	.00
	68	4	.00	-	-	4	.00
	67	-	-	5	.01	5	.00
	65					-	-
Fine Arts (Painting Sculpture)	70	2	.00	9	.02	11	.01
	68	4	.00	20	.02	24	.01
	67	8	.01	8	.01	16	.01
	65					18	.02
Geology, Geophysics[d]	70	-	-	2	.00	2	.00
Government Service, Foreign Service, Diplomacy	70	2	.00	5	.01	7	.01
	68	6	.01	9	.01	15	.01
	67	6	.01	15	.02	21	.01
	65					17	.01
Guidance, Counseling, Personnel, Placement	70	-	-	3	.01	4	.00
	68	2	.00	4	.00	6	.00
	67	-	-	7	.01	7	.01
	65					6	.00
Housewife *only*[g]	70	-	-	-	-	-	-
Language Interpreter	70	-	-	9	.02	9	.01
	68	1	.00	12	.02	20	.01
	67	3	.00	15	.02	18	.01
	65					-	-

---

[d] See footnote p.22

[g] New category in the 1970 questionnaire.

Table 20. Planned Vocational Fields (Continued)

		Males		Females		Total	
VOCATIONAL FIELD	YEAR	N	P	N	P	N	P
Law	70	30	.06	5	.01	37	.04
	68	59	.06	15	.02	74	.04
	67	65	.07	5	.01	70	.04
	65					45	.04
Law Enforcement [h]	70	1	.00	1	.00	2	.00
Library Science	70	-	-	-	-	-	-
	68	1	.00	2	.00	3	.00
	67	-	-	6	.01	6	.00
	65					2	.00
Literary Arts	70	3	.01	2	.00	5	.00
	68	5	.01	11	.01	16	.01
	67	7	.01	9	.01	16	.01
	65					5	.00
Mathematics	70	10	.02	5	.01	15	.01
	68	35	.04	33	.04	68	.04
	67	27	.03	32	.04	59	.04
	65					64	.06
Medical Technology	70	3	.01	22	.04	25	.02
	68	2	.00	23	.03	25	.01
	67	2	.00	34	.05	36	.02
	65					39	.03
Medicine	70	69	.14	24	.05	93	.09
	68	138	.14	30	.04	168	.09
	67	131	.14	30	.04	161	.10
	65					90	.08
Music, Drama	70	5	.01	6	.01	11	.01
	68	2	.00	6	.01	8	.00
	67	1	.00	5	.01	6	.00
	65					6	.01
Nursing	70	2	.00	36	.07	38	.04
	68	1	.00	58	.07	59	.03
	67	2	.00	77	.10	79	.05
	65					62	.05
Occupational Therapy	70	-	-	9	.02	9	.01
	68	-	-	10	.01	10	.01
	67	-	-	8	.01	8	.00
	65					11	.01

---

[h] New category in the 1970 questionnaire.

Table 20: Planned Vocational Fields (Continued)

VOCATIONAL FIELD	YEAR	Males		Females		Total	
		N	P	N	P	N	P
Pharmacy	70	7	.01	15	.03	23	.02
	68	27	.03	23	.03	50	.03
	67	18	.02	23	.03	40	.02
	65					48	.04
Philosopher, Theologian, Social Critic[i]	70	2	.00	-	-	2	.00
Physical Therapy	70	3	.01	13	.02	16	.02
	68	1	.00	20	.02	21	.01
	67	1	.00	37	.05	38	.02
	65					13	.01
Physical Sciences[d] (unspecified)	70	3	.01	1	.00	4	.00
Physics[d]	70	8	.02	1	.00	9	.01
Politics	70	3	.01	1	.00	4	.00
	68	7	.01	2	.00	9	.00
	67	8	.01	-	-	8	.00
	65					10	.01
Psychology[j]	70	5	.01	25	.05	30	.03
Social Welfare	70	5	.01	15	.03	20	.02
	68	4	.00	30	.04	34	.02
	67	2	.00	30	.04	32	.02
	65					12	.01
Sociology[j]	70	3	.01	4	.01	7	.01
Speech Therapy	70	-	-	4	.01	4	.00
	68	-	-	7	.01	7	.00
	67	-	-	10	.01	10	.01
	65					-	-
Veterinary Medicine	70	1	.00	1	.00	2	.00
	68	3	.00	5	.01	8	.00
	67	4	.00	2	.00	6	.00
	65					5	.00

---

[d] See footnote p. 22

[i] New category in the 1970 questionnaire.

[j] In 1970 the category of "Social Sciences" was broken down into the areas of psychology and sociology. Data for the category of Social Sciences for the years 1965-1968 is available in the Biographical Data, Freshman Class Status Report: 1968-69; BIOGRAPHY OF A CLASS Study 20, p. 38.

Table 20: Planned Vocational Fields (Continued)

VOCATIONAL FIELD	YEAR	Males N	Males P	Females N	Females P	Total N	Total P
Desire No Formal[k] (Establishment) Occupation	70	5	.01	4	.01	10	.01
Occupation-College[k] Degree Not Necessary	70	-	-	1	.00	-	-
Not Listed	70	12	.02	10	.02	23	.02
	68	12	.01	19	.02	31	.02
	67	3	.00	7	.01	10	.01
	65					20	.02
Undecided	70	123	.23	136	.26	261	.25
	68	210	.21	226	.26	432	.24
	67	154	.17	140	.19	294	.18
	65					118	.10

---

[k] New category in the 1970 questionnaire.

Table 21: Preferred Work Location

PREFERRED LOCATION[a]	YEAR	Males N	Males P	Females N	Females P	Total N	Total P
Buffalo	70	85	.17	104	.20	197	.19
	68	131	.13	117	.14	248	.14
	67	143	.15	138	.19	281	.17
	64	292	.23	187	.23	479	.26
New York City	70	95	.18	100	.19	196	.19
	68	227	.23	288	.35	515	.28
	67	199	.21	229	.31	428	.26
	64	112	.11	167	.21	279	.15
Western New[b] York State	70	59	.11	47	.09	107	.10
	68	97	.10	60	.07	157	.09
	67	125	.13	45	.07	170	.10
	64						
Eastern New York State[b]	70	26	.05	23	.04	52	.05
	68	47	.05	32	.04	79	.04
	67	48	.05	20	.03	68	.04
	64						
Eastern United States	70	42	.08	47	.09	90	.09
	68	95	.10	91	.11	186	.10
	67	86	.09	59	.08	145	.09
	64	106	.10	62	.08	168	.09
West Coast United States	70	31	.06	13	.02	44	.04
	68	70	.07	36	.04	106	.06
	67	58	.06	25	.03	83	.05
	64	79	.08	25	.03	104	.06
Other, United States	70	27	.05	21	.04	48	.05
	68	55	.06	20	.02	75	.04
	67	45	.05	26	.03	71	.04
	64	23	.02	7	.01	30	.02
Overseas	70	14	.03	20	.04	35	.03
	68	29	.03	35	.04	64	.04
	67	28	.03	46	.06	74	.04
	64	17	.02	35	.04	52	.03
No Preference	70	136	.26	149	.28	287	.26
	68	232	.23	155	.19	387	.21
	67	196	.21	156	.21	352	.21
	64	274	.26	191	.24	465	.25

---

[a] Students selected only one of the above nine areas.

[b] Due to a change in format, data for these categories in 1964 is not available.

APPENDIX

Occupational Classifications

The following is the questionnaire coding table for the parental occupations listed in Tables 12 and 13.

Usual Parental Occupations

1. Housewife
2. General Labor, Factory Worker (machine operator, construction worker, cafeteria worker, assembler, etc.)
3. Skilled Tradesman, Craftsman (jeweler, furrier, electrician, truck-driver, etc.)
4. Personal Service (barber, hairdresser, restaurant employee, bartender, etc.)
5. Clerical (secretary, postal employee, bookkeeper, sales clerk, bank-teller, etc.)
6. Supervisor, Foreman, etc.
7. Fireman, Policeman, Law enforcement official
8. Salesman (commission salary), Buyer
9. Small Business Proprietor, Shop Owner, Small Farm Owner
10. Semi-professional or Technical (requiring a post-secondary education -- programmer, nurse, technician, draftsman, etc.)
11. Managerial, Executive (company official, government official, etc.)
12. Financial (banker, stock broker, real estate agent etc.)
13. Arts and Communications (entertainer, musician, TV personality, author, journalist, reporter)
14. Professional I (requiring a master's degree or some professional training beyond college -- teacher, engineer, accountant, etc.)
15. Professional II (requiring a doctorate or advanced professional degree -- doctor, lawyer, judge, professor, dean, etc.)
16. Not listed

A Biography of a Class Study

ED049473

FRESHMAN CLASS STATUS REPORT: 1969–1970

PART III Choice of Major

A Comparison: 1968–1969
1969–1970

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June, 1970
Study 24

CG 006 273

State University of New York at Buffalo
Division of Instructional Services
University Research

ABSTRACT

This report, part of the Biography of a Class Research Project, describes the distribution of the 1969 Freshman Class into the various Faculties and Departments at SUNYAB. The Class is divided by sex, by place of residence, and by the high school attended. A comparison is made with similar data for the 1968 Freshman Class.

Data are based on 2002 Freshmen in the 1969 Class and 2618 in 1968 who registered as full-time SUNYAB day students in the Fall of their respective entering years.

MAJOR FINDINGS

1. The sex bias in favor of the men (55% men, 45% women) which existed for the 1968 Freshmen was erased in 1969, when there were equal proportions of men and women in the Freshman Class.

2. In 1969, the largest group of Freshmen (39%) did not indicate a choice of major at registration time. Of those who did indicate a major in 1969, the largest number (20% of the Class) chose Social Sciences & Administration, while the fewest (3%) chose Educational Studies.

3. In 1969, over half the Freshman men (51%) chose either Social Sciences & Administration (22%), Natural Sciences & Mathematics (15%), or Engineering & Applied Sciences (14%). Of those who chose a major, the greatest proportion of women chose Social Sciences & Administration (19%) followed by Arts & Letters (15%) and Health Sciences (12%).

4. The most sexually biased Faculty was Engineering & Applied Sciences, 94% of whose Freshman Class in 1969 were men. Also rather biased were Health Sciences and Arts & Letters, whose enrollments were 78% and 69% women, respectively, in 1969. All the Faculties except Educational Studies tended to moderate their sex differential in 1969 over 1968.

5. In 1968, Engineering Science was the largest single Department at SUNYAB with 279 students, or 10.6% of the Freshman Class. In 1969, Psychology became the most popular Department with 105 students, or 5.2% of the 1969 Class.

6. The largest Department in Arts & Letters was English, whose representation within the Faculty (45%) and ratio of men (38%) to women (62%) stayed quite constant over the two years. Enrollment in Modern Languages dropped from 21% of the Faculty in 1968 to 15% in 1969. Humanities registered no women in 1968 but 8, or 5% of all Arts & Letters women, in 1969.

7. In 1968, the Departments of Health, Physical Education, and Recreation (HPER) and Early Childhood Education (ECE) drew approximately equal proportions of the Freshmen in Educational Studies (40%). In 1969, however, the proportion of students choosing HPER dropped to 33%

while those choosing ECE rose to 52%. Nearly all the changes within the Faculty were due to the nine additional women who enrolled in ECE in 1969; none of the other Departments changed their enrollments of either men or women by more than two students over the two years.

8. In 1968, 83% of the Freshmen in Engineering & Applied Sciences chose Engineering Science, whereas in 1969 that proportion fell to 59%; it did remain by far, however, the largest Department in the Faculty. The greatest proportional rise was in Interdisciplinary Studies which drew 1% of the Faculty in 1968 and 8% in 1969.

9. In 1968, the three most popular Departments in Health Sciences were, in order of size, Nursing, Pharmacy, and Medical Technology. In 1969, Nursing remained the largest, Physical Therapy moved up to second, and Pharmacy dropped to third.

10. The largest Departments in Natural Sciences & Mathematics in 1968 were Mathematics (38% of the Faculty) and Biology (32%). In 1969 these positions reversed; Biology drew 37% of the Faculty while Mathematics slipped to second with 29%.

11. Business Administration registered 25% of the students in Social Sciences & Administration in 1969, but only 16% in 1968, dropping from first to third place within the Faculty. Psychology took over first place in 1969, and History moved up from third to second.

12. In 1969, Freshmen from the Buffalo Area and the New York Metropolitan Area accounted for 86% of the total Class, up from 80% in 1968.

13. Buffalo Area representation increased in 1969 to nearly half (49%) of the Freshman Class. Buffalo Area Freshman men represented 25% of the total Class, but supplied 50% of all Freshmen in Engineering & Applied Sciences and only 16% of the Freshmen in Health Sciences. Buffalo Area Freshman women accounted for 24% of the Class as a whole, but accounted for 56% of all Freshmen in Educational Studies, 48% of those in Health Sciences, 39% of those in Arts & Letters, and only 16% of those in Natural Sciences & Mathematics and 3% of those in Engineering & Applied Sciences. Buffalo Area men and women together nearly monopolized Educational Studies with 81% of its Freshman enrollment, up from 53% in 1968.

14. Freshmen from the N.Y. Metropolitan Area represented just over one-third of the Class (37%) in both years. 51% of the N.Y. Area Freshmen did not indicate a major, compared with 39% of the Class as a whole and 31% of the Buffalo Area Freshmen. Students from the N.Y. Area were sparsely represented in Health Sciences (16%) and Educational Studies (14%). They were well-represented, however, in Natural Sciences & Mathematics with 44% of that Faculty's Freshmen.

15. Students of both sexes from outside the two major Areas tended in 1969 to associate mostly with Social Sciences & Administration or Natural Sciences & Mathematics, and least with Educational Studies. A large proportion of men from outside these Areas also tended to go into Engineering & Applied Sciences, and a large proportion of women tended to go into Health Sciences.

16. Those Freshmen from outside of New York State had a relatively small proportion who did not indicate a major (26% in 1969). This perhaps indicates that those who come to SUNYAB from out-of-state come with a particular program in mind. Also, the increase in the proportion of out-of-state students who chose Engineering & Applied Sciences from 10% in 1968 to 19% in 1969 is especially significant considering the massive drop in enrollment in that Faculty for the Class as a whole.

17. Selected local high schools in 1969 accounted for 43% of the Buffalo Area Freshmen and 21% of the total Freshman Class. Relatively fewer students from the selected schools were likely to enter Engineering & Applied Sciences than were students from the Buffalo Area generally, and in 1969 a greater proportion of students from the selected schools chose to register in Social Sciences & Administration than from the Buffalo Area as a whole. Also, selected school Freshmen were less likely to be in the "Not Indicated" category and were more likely to register in Social Sciences & Administration than were Freshmen from the total Freshman Class.

FRESHMAN CLASS STATUS REPORT: 1969-1970

PART III Choice of Major

A Comparison: 1968-1969
1969-1970

by

Gary Ryba

June, 1970

Study 24

FOREWORD

In the Fall of 1964, the Division of Instructional Services established a longitudinal and developmental research project entitled Biography of a Class. The purpose of the project is to describe, in detail, characteristics of the students attending the State University of New York at Buffalo. The studies are undertaken to provide information about students to faculty and administration, and to contribute to the existing research in higher education.

Research was begun with the 1964 Freshman Class. These Freshmen, and the Freshmen of succeeding years, will be studied throughout their University careers and beyond.

Studies incorporate census data, biographical characteristics, follow-up data, sample surveys and interview data. Published studies, as well as a monograph describing the Biography of a Class research project, are available upon request.

The current study is the second study published in the sixth series of census reports, collectively entitled Freshman Class Status Report. (Part II, Biographical Data, cannot be published due to a lack of sufficient data.) These studies have been published for each entering class from 1964 through 1969. In addition, the first follow-up study on the 1964 Class, the first two interview studies on the 1966 Class, the first interview study on the 1967 Class, and the first Senior Survey, on the 1969 graduating Class, have been published. The following study is based on the 1969 Freshman Class.

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INTRODUCTION

This report, based on all full-time day students who registered as Freshmen at SUNYAB in the Fall of 1969, indicates the number and proportion of Freshmen who registered in each Faculty and Department. The data for these Freshmen are compared with similar data from the previous year.

All undergraduate students are enrolled in and receive their degrees from the Division of Undergraduate Studies. While no decision on a major is required until the junior year, Freshmen are asked at their first registration to indicate a major on their registration cards. The data for this report were compiled from this information by the Campus Data Processing Center. Supplementary computer services were provided by the Instructional Services Programming Staff utilizing the facilities of the SUNYAB Computing Center.[1]

Since 1967 the University has been organized into seven Faculties, or academic divisions: Arts & Letters, Educational Studies, Engineering & Applied Sciences, Health Sciences, Law & Jurisprudence, Natural Sciences & Mathematics, and Social Sciences & Administration. Of these, six Faculties enroll both graduate and undergraduate students, while Law & Jurisprudence enrolls only graduate students, precluding its inclusion of this report. Although the University has been organized into the Faculty structure for the past 3 years, data has been processed according to this organization for only the past 2 years. Thus this report concerns itself only with the 1969 and 1968 Freshmen. Prior to this year, reports were based on the previous organizational structure of the University.[2]

The study is composed primarily of tables indicating the number and proportion of Freshmen registered in each Faculty and Department. Freshmen who were undecided regarding their choice of major could not be associated with any specific Faculty. A "Not Indicated" category was therefore added. Students are classified by sex, place of residence, and local high school. Caution is advised when interpreting tables in which proportions are based on relatively small numbers of students, i.e., when the addition or elimination of one or two students would make a conspicuous difference in the proportion involved. For those who have made a decision, the major indicated at Freshmen registration is by no means a permanent choice; in fact, it is often changed at least once during the undergraduate years. This report concerns itself only with that preliminary indication of major made by Freshmen at their first registration.

---

[1] The Computing Center at the State University of New York at Buffalo is partially supported by NSF Grant GP-7318 and Grant FR-00126.

[2] Study 19, Freshman Class Status Report 1967-1968, Part III, Choice of Major.

In the text, preceding each set of tables, the more noticeable proportional deviations from expected values are emphasized. "Expected" values are either those of the previous year, those of similar populations within the same year (but varying as to sex or residence), or those expected by pure chance (as opposed to the volitional decision which choice of major ostensibly is).

Categories lacking data (i.e., with no members) are indicated by a dash (-). A blank indicates that information was not available or failed to meet stated criteria. Proportions were rounded off to the nearest hundredth. The symbol < .01 (less than 1%) actually signifies a proportion of less than .005, proportions between .005 and .01 are rounded off to .01. Proportions not totaling 1.00 are due to rounding errors. When frequencies from several categories were combined, the proportions were recalculated.

To facilitate understanding of the organization of the tables, the reader is urged to refer to the footnotes given with each table. All footnotes referring to proportions also indicate which numbers are being divided to arrive at those proportions.

The following abbreviations are used:

N = Number of students
P_a = Proportion of all Freshmen from that AREA
P_c = Proportion of all students in the Freshman CLASS
P_d = Proportion of all Freshmen in that DEPARTMENT
P_f = Proportion of all Freshmen in that FACULTY
P_{hf} = Proportion of all Freshmen from the selected local HIGH SCHOOL in that FACULTY
P_{hs} = Proportion of all SUNYAB Freshmen from that HIGH SCHOOL
P_s = Proportion of all Freshmen of that SEX
P_{sa} = Proportion of all Freshmen of that SEX from that AREA
P_{sf} = Proportion of all Freshmen of that SEX in that FACULTY
P_{ss} = Proportion of all Freshmen from all SELECTED local high SCHOOLS

The Division of Instructional Services acknowledges the cooperation of the Campus Data Processing Center.

CHOICE OF MAJOR

I Proportion of Freshmen in Each Faculty, by Sex (Table 1)

A. Composition of the Class (TOTALS, Table 1)

The Freshman Class in 1969 (2002 students) was only 76% of the size of the 1968 Freshman Class (2618 students). As the decrease in the number of Freshmen was greater among the men than the women, *the sex bias in favor of the men which existed in 1968* (55% men, 45% women) *was erased in 1969, which had equal proportions of men and women.*

B. Distribution into Faculties (TOTAL, Column P_c, Table 1)

In 1969, the largest group of Freshmen (39%) did not indicate a choice of major at registration time. This proportion remained rather constant for both sexes and for both years. *Of those who had indicated a major in 1969, the largest number (20% of the total class) fell into Social Sciences & Administration, while the fewest chose Educational Studies (3%).*

While the 1969 Freshman Class as a whole was only 76% of the size of the 1968 Class, Engineering & Applied Sciences suffered most from the loss of students, registering fewer than half as many Freshmen in 1969 (143) as in 1968 (338). The proportion of the total Freshman Class registering in Engineering & Applied Sciences also dropped significantly, from 13% in 1968 to 7% in 1969. The Faculties of Social Sciences & Administration and Arts & Letters conversely, increased their proportions of the Class by 4% and 3%, respectively, over 1968. Educational Studies was the only Faculty to increase its enrollment in 1969, although its proportional representation of the total class remained about the same (3%).

C. Distributions into Faculties, by Sex (MEN and WOMEN, Columns P_s and P_c, Table 1)

While 38% of the 1969 Freshman men did not indicate a particular major, *over half of the men (51%) chose either Social Sciences & Administration (22%), Natural Sciences & Mathematics (15%), or Engineering & Applied Sciences (14%).* The only change of note among all the Faculties between 1969 and 1968 was in Engineering & Applied Sciences, which in 1968 drew 23% of the Freshman men, the greatest proportion of any of the specific Faculties. In 1969 it slipped to third place with 14% of the Freshman men, while Social Sciences & Administration was the most popular, having 22% of the men. In both years, Educational Studies drew the smallest proportion (1% - 2%) of Freshman men of all Faculties.

A large proportion (40%) of the Freshman women, as well, did not indicate a particular major at registration. Also like the men, *the Freshman women* who did indicate a major redistributed themselves *in 1969, with the greatest proportion (19%) choosing Social Sciences & Administration.* Health Sciences drew the greatest proportion in 1968 (16%), but slipped to third in 1969 with 12% of the Freshman women. In both years Engineering & Applied Sciences attracted the smallest proportion of Freshman women, with less than 1%, while Educational Studies was a close second, with 3% - 4%.

D. Distribution of Men and Women within Faculties (MEN and WOMEN, Columns P_{sf}, Table 1)

Those Freshmen not indicating a particular Faculty were distributed rather equally by sex in both years, as were those to a lesser degree who registered in Social Sciences & Administration and Natural Sciences & Mathematics in 1969. *The most sexually biased Faculty was Engineering & Applied Sciences, 94% of whose Freshmen Class in 1969 were men; also rather biased were Health Sciences and Arts & Letters whose enrollments were 78% and 69% women, respectively, in 1969.*

All the Faculties except Educational Studies tended to moderate their sex differential in 1969 over 1968, with the most noticeable changes in Natural Sciences & Mathematics and Social Sciences & Administration.

II Distribution of Freshmen within the Faculties, by Sex (Tables 2 - 7)

In 1968, Engineering Science was the largest single Department with 279 students, or 10.6% of the total Freshmen Class, followed by Mathematics (106 students, 4.0%), Business Administration (105 students, 4.0%), English (101 students, 3.9%), and Psychology (100 students, 3.8%).

In 1969, Psychology became the most popular Department with 105 students, or 5.2% of the 1969 Class, followed by English (98 students, 4.9%), Biology (92 students, 4.6%), and Engineering Science (87 students, 4.3%).

A. Arts & Letters (Table 2)

The largest Department within the Faculty was English, whose representation in the Faculty (45%) and ratio of men (38%) to women (62%) stayed quite constant over the two years.

Noticeable changes between 1969 and 1968 in the distribution of Freshmen into the Departments of Arts & Letters occurred in Modern Languages and Humanities. *The total enrollment in Modern Languages dropped from 21% of all Arts & Letters Freshmen in 1968 to 15% in 1969.* This change was primarily due to the decreased number of women within that Department, who represented 19% of the total Faculty in 1968 but only 13% in 1969. Modern Languages drew 27% of all Arts & Letters women in 1968, but only 19% in 1969.

An even more dramatic change occurred in Humanities, which registered no women in 1968 but 8, or 5% of all Arts & Letters women, in 1969. The representation of the whole Department within the Faculty rose from less than 1% in 1968 to 4% in 1969.

Architecture, a new Department in 1969, attracted 8 men, or 4% of the total Faculty.

Table 1: Proportion of Freshman Class in Each Faculty, by Sex

		MEN				WOMEN				TOTAL	
Faculty	Year	N	P_{sf}[a]	P_s[b]	P_c[c]	N	P_{sf}	P_s	P_c	N	P_c
Arts & Letters	69	68	.31	07	03	151	.69	.15	.08	219	.11
	68	61	.28	.04	02	158	.72	.14	.06	219	.08
Educational Studies	69	19	.29	.02	01	41	71	04	02	60	.03
	68	19	.36	.01	01	32	64	03	01	51	.02
Engineering & Applied Sciences	69	139	.94	.14	.07	9	.06	<.01	<.01	148	.07
	68	330	.98	.23	.13	8	.02	<.01	<.01	338	.13
Health Sciences	69	33	.22	.03	.02	116	.73	.12	.06	149	.07
	68	47	.20	.03	.02	184	.80	.16	.07	231	.09
Natural Sciences & Mathematics	69	145	.58	.15	.07	103	.42	.10	.05	248	.12
	68	181	.65	.13	.07	99	.35	.08	.04	280	.11
Social Sciences & Administration	69	216	.54	.22	.11	137	.46	.19	.09	403	.20
	68	248	.59	.17	.09	175	.41	.15	.07	423	.16
Not Indicated	69	374	.48	.38	.19	401	.52	.40	.20	775	.39
	68	492	.51	.34	.19	467	.49	.40	.18	959	.37
Experimental Program for Independent Studies[d]	68	70	.60	.05	.03	47	.40	.04	.02	117	.04
TOTALS	69	994	.50			1008	.50			2002	
	68	1448	.55			1170	.45			2618	

[a] P_{sf} = Proportion of Sex in Faculty, e.g., in 1969, 31% of all Freshmen in Arts & Letters were men (68/219).

[b] P_s = Proportion of Sex, e.g., in 1969, 7% of all Freshman men were in Arts & Letters (68/994).

[c] P_c = Proportion of Class, e.g., in 1969, 3% of all Freshmen were men in Arts & Letters (68/2002).

[d] = In Tables 1-7, students registered in the Experimental Program for Independent Studies are listed separately for 1968. In 1969 they were included within their respective Faculties.

B. Educational Studies (Table 3)

In 1968, the Departments of Health, Physical Education, and Recreation (HPER) and Early Childhood Education (ECE) drew approximately equal proportions of the Freshmen in Educational Studies (40%). In 1969 however, the proportion of students choosing HPER dropped to 33% while those choosing ECE rose to 52%. Proportionally, the change in HPER seems to have been mainly due to the men, who represent about 70% of that Department. In 1968, the men in HPER represented 31% of all Freshmen in the Faculty, but in 1969 dropped to 23%. In both years the women in HPER represented about 10% of the entire Faculty. Similarly, the change in ECE was primarily due, proportionally at least, to the women, who represent about 95 % of that Department. In 1968 the women in ECE represented 39% of the entire Faculty, while in 1969 this proportion rose to 48%. In both years the men in ECE represented about 2%-3% of the Faculty. It should be noticed, however, that in terms of numbers of students (rather than proportions), *nearly all the changes within the Faculty were due to the nine additional women who enrolled in ECE in 1969; none of the other Departments changed their enrollments of either men or women by more than two students over the two years.*

Both the numbers and proportions of students who enrolled in Business Education, the smallest Department in the Faculty, *remained quite constant over the two years.* This stands in contrast, of course, to the 76% drop in enrollment in the Freshman Class as a whole.

C. Engineering & Applied Sciences (Table 4)

Although the total enrollment in Engineering & Applied Sciences dropped drastically from 338 in 1968 to 148 in 1969, most of this change was due to the drop in enrollment of men in the Department of Engineering Science (from 272 to 82), a "general" Department from which upperclassmen disperse into specific Departments.

In 1968, 83% of the Freshmen in Engineering & Applied Sciences chose Engineering Science, whereas in 1969 the proportion dropped to 59%; it did remain by far the largest Department in the Faculty. The greatest proportional rise was in Interdisciplinary Studies, which drew 1% of the Faculty in 1968 and 8% in 1969. It enrolled no women in either year. Electrical Engineering doubled its representation from 7% of the Faculty in 1968 to 14% in 1969, while attracting 33% of all women in Engineering & Applied Sciences. Computer Science, introduced as an undergraduate Department in 1969, drew 3% of the Freshmen in the Faculty.

D. Health Sciences (Table 5)

In 1968, the three most popular Departments in Health Sciences were, in order of size, Nursing, Pharmacy, and Medical Technology. In 1969, Nursing remained the largest (although it had a decreased proportion of Health Sciences students), *Physical Therapy moved up to second, and Pharmacy dropped to third.* Pharmacy represented 27% of the Faculty in 1968, but dropped to 19% in 1969, while Nursing dropped from 40% to 34% of the Faculty over the two years. Physical Therapy, on the other hand, increased its representation in the Faculty from 13% to 20% in the same period. Neither Biochemistry nor Pharmaceutics had any Freshman registered in 1968, but both had Freshmen enrolled in 1969. Biochemistry had 9 students (who were nearly equally distributed by sex, unlike the Faculty as a whole which is nearly 80% women), representing 6% of all Health Sciences' students. Pharmaceutics, a modified, 4-year Pharmacy program, enrolled one Freshman in 1969.

E. Natural Sciences and Mathematics (Table 6)

In 1968, the largest Departments in this Faculty were Mathematics (38% of the Faculty) and Biology (32%). In 1969, those positions reversed; Biology drew 37% of the Faculty while Mathematics slipped to second place with 29%. Proportionally, the change in Biology was due mostly to the women; they represented 10% of the whole Faculty in 1968 and 15% in 1969. In both years the men in Biology represented 21% of the Faculty. In terms of *numbers* of students, the number of women entering Biology rose from 29 in 1968 to 38 in 1969, and although the number of women in Natural Sciences & Mathematics increased generally, that proportion entering Biology rose from 29% to 37%. Although the number of Freshman men entering Biology decreased, that proportion of men from the Faculty who chose Biology increased from 33% to 38% over two years. Overall, Biology had a slight increase in the number of students enrolled in 1969.

The story was quite different in Mathematics, where the drop in enrollment was reflected among both the men and the women. The Department in 1968 included 30% of the men and 52% of the women in the Faculty, but in 1969 these figures dropped to 22% and 40%, respectively. In terms of the entire Faculty, however, while the representation of the men in Mathematics dropped from 20% to 13%, that of the women in that Department was about 18% in both years.

Another important change was the fluctuation in the ratio of men to women within each Department. Biology and Chemistry, with an increased proportion of women (41% and 33%, respectively in 1969) had a more balanced sex ratio in 1969. Physics and the Geological Sciences increased their already unbalanced proportions of men (92% and 89%, respectively, in 1969). Mathematics switched from 52% men in 1968 to 57% women in 1969.

Also in 1969, there were 19 people (8% of the Faculty) in an "Unspecified" category.

F. Social Sciences and Administration (Table 7)

Business Administration dropped from first to third place in size within Social Sciences & Administration over the two years, with Psychology taking over first place and History moving up from third to second. Business Administration registered 25% of the Faculty in 1968 and only 16% in 1969. Philosophy represented 3% of the Faculty in 1968, but dropped to less than 1% in 1969.

In Business Administration the change was most noticeable among the men, whose representation dropped from 21% of the Faculty in 1968 to 13% in 1969. In other words, that Department represented over one-third

Table 2: Distribution of Freshmen Within the Faculties, by Sex: ARTS & LETTERS

		MEN					WOMEN					TOTALS		
Department	Year	N	P_d[a]	P_{sf}[b]	P_f[c]	P_c[d]	N	P_d	P_{sf}	P_f	P_c	N	P_f	P_c
American Studies	69	-	-	-	-		1	1.00	<.01	<.01		1	<.01	
	68	-	-	-	-		2	1.00	.01	.01		2	<.01	
Architecture[e]	69	8	1.00	.12	.04		-	-	-	-		8	.04	
Art	69	8	.21	.12	.04		31	.79	.21	.14		39	.18	
	68	8	.22	.13	.04		28	.78	.18	.13		36	.16	
Classics	69	-	-	-	-		-	-	-	-		-	-	
	68	2	.67	.03	.01		1	.33	<.01	<.01		3	.01	
English	69	37	.38	.54	.17		61	.62	.40	.28		98	.45	
	68	39	.39	.64	.18		62	.61	.39	.28		101	.46	
Humanities	69	1	.11	.01	<.01		8	.89	.05	.04		9	.04	
	68	1	1.00	.02	<.01		-	-	-	-		1	<.01	
Modern Languages	69	3	.09	.04	.01		29	.91	.19	.13		32	.15	
	68	4	.09	.07	.02		42	.91	.27	.19		46	.21	
Music	69	10	.40	.15	.05		15	.60	.10	.07		25	.11	
	68	4	.22	.07	.02		14	.78	.09	.06		18	.08	
Theatre	69	1	.14	.01	<.01		6	.86	.04	.03		7	.03	
	68	3	.25	.05	.01		9	.75	.06	.04		12	.05	
Faculty Totals	69	68		1.00	.31	.03	151		1.00	.69	.08	219	1.00	.11
	68	61		1.00	.28	.02	158		1.00	.72	.05	219	1.00	.08

[a] P_d = Proportion of Department, e.g., in 1969, none of the Freshmen in American Studies were men (0/1).

[b] P_{sf} = Proportion of Sex in Faculty, e.g., in 1969, none of the Freshman men in Arts & Letters were in American Studies (0/68).

[c] P_f Proportion of Faculty, e.g., in 1969, none of the Freshmen in Arts & Letters were men in American Studies (0/219).

[d] P_c = Proportion of Class, e.g., in 1969, 3% of all Freshmen were men in Arts & Letters (58/2002).

[e] = Architecture was not a distinct Department within the Faculty before 1969.

Table 3: Distribution of Freshmen Within the Faculties, by Sex: EDUCATIONAL STUDIES

		MEN					WOMEN					TOTAL		
Department	Year	N	P_d[a]	P_{sf}[b]	P_f[c]	P_c[d]	N	P_d	P_{sf}	P_f	P_c	N	P_f	P_c
Business Education	69	3	.33	.16	.05		6	.67	.15	.10		9	.15	
	68	2	.25	.11	.04		6	.75	.19	.12		8	.16	
Early Childhood Education	69	2	.06	.11	.03		29	.94	.71	.48		31	.52	
	68	1	.05	.05	.02		20	.95	.63	.39		21	.41	
Health, Physical Education & Recreation	69	14	.70	.74	.23		6	.30	.15	.10		20	.33	
	68	16	.73	.84	.31		6	.27	.19	.12		22	.43	
FACULTY TOTALS	69	19		1.00	.32	.01	41		1.00	.68	.02	60	1.00	.03
	68	19		1.00	.36	.01	32		1.00	.64	.01	51	1.00	.02

[a] P_d = Proportion of Department, in 1969, 33% of all Freshmen in Business Education were men (3/9).

[b] P_{sf} = Proportion of Sex in Faculty, e.g., in 1969, 16% of all Freshman men in Educational Studies were in Business Education (3/19).

[c] P_f = Proportion of Faculty, e.g., in 1969, 5% of all Freshmen in Educational Studies were men in Business Education (3/60).

[d] P_c = Proportion of Class, e.g., in 1969, 1% of all Freshmen were men in Educational Studies (19/2002).

Table 4: Distribution of Freshmen Within the Faculties, by Sex: ENGINEERING & APPLIED SCIENCES

		MEN					WOMEN					TOTAL		
Department	Year	N	P_d[a]	P_{sf}[b]	P_f[c]	P_c[d]	N	P_d	P_{sf}	P_f	P_c	N	P_f	P_c
Civil	69	7	1.00	.05	.05		-	-	-	-		7	.05	
	68	12	.92	.04	.04		1	.08	.13	<.01		13	.04	
Chemical	69	7	1.00	.05	.05		-	-	-	-		7	.05	
	68	7	1.00	.02	.02		-	-	-	-		7	.02	
Computer Science[e]	69	4	.80	.03	.03		1	.20	.11	.01		5	.03	
Electrical	69	18	.86	.13	.12		3	.14	.33	.02		21	.14	
	68	23	1.00	.06	.07			-	-	-		23	.07	
Engineering Science	69	82	.94	.59	.55		5	.06	.56	.03		87	.59	
	68	272	.97	.82	.80		7	.03	.87	.02		279	.83	
Industrial	69	3	1.00	.02	.02		-	-	-	-		3	.02	
	68	2	1.00	<.01	<.01		-	-	-	-		2	<.01	
Interdisciplinary Studies	69	12	1.00	.09	.08		-	-	-	-		12	.08	
	68	4	1.00	.01	.01		-	-	-	-		4	.01	
Mechanical	69	6	1.00	.04	.04		-	-	-	-		6	.04	
	68	10	1.00	.03	.03		-	-	-	-		10	.03	
FACULTY TOTALS	69	139		1.00	.94	.07	9		1.00	.06	<.01	148	1.00	.07
	68	330		1.00	.98	.13	8		1.00	.02	<.01	338	1.00	.13

[a] P_d = Proportion of Department, e.g., in 1969, 100% of the Freshmen in Civil Engineering were men (7/7).

[b] P_{sf} = Proportion of Sex in Faculty, e.g., in 1969, 5% of all Freshman men in Engineering & Applied Sciences were in Civil Engineering (7/139).

[c] P_f = Proportion of Faculty, e.g., in 1969, 5% of all Freshmen in Engineering & Applied Sciences were men in Civil Engineering (7/148).

[d] P_c = Proportion of Class, e.g., in 1969, 7% of all Freshmen were men in Engineering & Applied Sciences (148/338).

[e] = Computer Science was not a distinct undergraduate Department within the Faculty in 1968.

Table 5: Distribution of Freshmen within the Faculties, by Sex: HEALTH SCIENCES

		MEN					WOMEN					TOTAL		
Department	Year	N	P_d[a]	P_{sf}[b]	P_f[c]	P_c[d]	N	P_d	P_{sf}	P_f	P_c	N	P_f	P_c
Biochemistry	69	5	.56	.15	.03		4	.44	.02	.03		9	.06	
	68	-	-	-	-		-	-	-	-		-	-	
Medical Technology	69	2	.11	.06	.01		17	.89	.15	.11		19	.13	
	68	9	.24	.19	.04		28	.76	.15	.10		37	.16	
Nursing	69	2	.04	.06	.01		49	.96	.42	.33		51	.34	
	68	2	.02	.04	.01		91	.98	.49	.39		93	.40	
Occupational Therapy	69	2	.20	.06	.01		8	.80	.07	.05		10	.07	
	68	-	-	-	-		9	1.00	.05	.04		9	.04	
Pharmaceutics	69	1	1.00	.03	<.01		-	-	-	-		1	<.01	
	68	-	-	-	-		-	-	-	-		-	-	
Pharmacy	69	17	.59	.52	.11		12	.41	.10	.08		29	.19	
	68	35	.56	.74	.02		27	.44	.15	.12		62	.27	
Physical Therapy	69	4	.13	.12	.03		26	.87	.22	.17		30	.20	
	68	1	.03	.02	<.01		29	.97	.16	.13		30	.13	
FACULTY TOTALS	69	33		1.00	.22	.02	116		1.00	.78	.06	149	1.00	.07
	68	47		1.00	.20	.02	184		1.00	.80	.07	231	1.00	.09

[a] P_d = Proportion of Department, e.g., in 1969, 56% of all Freshmen in Biochemistry were men (5/9).

[b] P_{sf} = Proportion of Sex in Faculty, e.g., in 1969, 15% of all Freshman men in Health Sciences were in Biochemistry (5/33).

[c] P_f = Proportion of Faculty, e.g., in 1969, 3% of all Freshmen in Health Sciences were men in Biochemistry (5/149).

[d] P_c = Proportion of Class, e.g., in 1969, 2% of all Freshmen were men in Health Sciences (33/2002).

Table 6: Distribution of Freshmen Within The Faculties, by Sex: NATURAL SCIENCES & MATHEMATICS

		MEN					WOMEN					TOTAL		
Department	Year	N	P_d[a]	P_{sf}[b]	P_f[c]	P_c[d]	N	P_d	P_{sf}	P_f	P_c	N	P_f	P_c
Biology	69	54	.59	.38	.21		38	.41	.37	.15		92	.37	
	68	60	.67	.33	.21		29	.33	.29	.10		89	.32	
Chemistry	69	29	.67	.20	.12		14	.33	.14	.06		43	.17	
	68	44	.77	.24	.16		13	.23	.13	.05		57	.20	
Geological Sciences	69	8	.89	.06	.03		1	.11	.01	<.01		9	.04	
	68	3	.75	.02	.01		1	.25	.01	<.01		4	.01	
Mathematics	69	31	.43	.22	.13		41	.57	.40	.17		72	.29	
	68	55	.52	.30	.20		51	.48	.52	.18		106	.38	
Physics	69	12	.92	.08	.05		1	.08	.01	<.01		13	.05	
	68	19	.79	.10	.07		5	.21	.05	.01		24	.09	
Unspecified	69	11	.58	.08	.04		8	.42	.08	.03		19	.03	
	68	-	-	-	-		-	-	-	-		-	-	
FACULTY TOTALS	69	145		1.00	.58	.07	103		1.00	.42	.05	248	1.00	.12
	68	181		1.00	.65	.07	99		1.00	.35	.04	230	1.00	.11

[a] P_d = Proportion of Department, e.g., in 1969, 59% of all Freshmen in Biology were men (54/92).

[b] P_{sf} = Proportion of Sex in Faculty, e.g., in 1969, 38% of all Freshman men in Natural Sciences & Mathematics were in Biology (54/145).

[c] P_f = Proportion of Faculty, e.g., in 1969, 21% of all Freshmen in Natural Sciences & Mathematics were men in Biology (54/248).

[d] P_c = Proportion of Class, e.g., in 1969, 7% of all Freshmen were men in Health Sciences (145/2002).

Table 7: Distribution of Freshmen Within the Faculties, by Sex: SOCIAL SCIENCES & ADMINISTRATION

		MEN					WOMEN					TOTAL		
Department	Year	N	$P_d{}^a$	$P_{sf}{}^b$	$P_f{}^c$	$P_c{}^d$	N	P_d	P_{sf}	P_f	P_c	N	P_f	P_c
Anthropology	69	3	.60	.01	.01		2	.40	.01	<.01		5	.01	
	68	4	.36	.02	.01		7	.64	.04	.02		11	.03	
Business Administration	69	53	.80	.25	.13		13	.20	.07	.03		66	.16	
	68	89	.85	.36	.21		16	.15	.09	.04		105	.25	
Economics	69	6	.75	.03	.01		2	.25	.01	<.01		8	.02	
	68	9	.90	.04	.02		1	.10	<.01	<.01		10	.02	
History	69	44	.59	.20	.11		30	.41	.16	.07		74	.18	
	68	48	.70	.19	.11		21	.30	.12	.05		69	.16	
Philosophy	69	2	1.00	<.01	<.01		-	-	-	-		2	<.01	
	68	8	.73	.03	.02		3	.27	.02	.01		11	.03	
Political Science	69	37	.76	.17	.09		12	.34	.06	.03		49	.12	
	68	27	.68	.11	.06		13	.32	.07	.03		40	.09	
Psychology	69	43	.41	.20	.11		62	.59	.33	.15		105	.26	
	68	45	.45	.18	.11		55	.55	.31	.13		100	.23	
Social Welfare	69	8	.19	.04	.02		34	.81	.18	.08		42	.10	
	68	3	.10	.01	.01		28	.90	.16	.07		31	.07	
Sociology	69	19	.44	.09	.05		24	.56	.13	.06		43	.11	
	68	14	.37	.06	.03		24	.63	.14	.06		38	.09	
Speech	69	1	.11	<.01	<.01		8	.89	.04	.02		9	.02	
	68	1	.13	<.01	<.01		7	.87	.04	.02		8	.02	
FACULTY TOTALS	69	216		1.00	.54	.11	187		1.00	.46	.09	403	1.00	.20
	68	248		1.00	.59	.09	175		1.00	.41	.07	423	1.00	.16

${}^aP_d$ = Proportion of Department, e.g., in 1969, 60% of all Freshmen in Anthropology were men (3/5).

${}^bP_{sf}$ = Proportion of Sex in Faculty, e.g., in 1969, 1% of all Freshman men in Social Sciences & Administration were in Anthropology (3/216).

${}^cP_f$ = Proportion of Faculty, e.g., in 1969, 1% of all Freshmen in Social Sciences & Administration were men in in Anthropology (3/403).

${}^dP_c$ = Proportion of Class, e.g., in 1969, 11% of all Freshmen were men in Social Sciences & Administration (216/2002).

(36%) of all men in Social Sciences & Administration in 1968, but only one-fourth (25%) in 1969.

In Philosophy, the decrease in enrollment was reflected by both the men and the women. In 1968 the Department accounted for 3% of the men in the Faculty and 2% of the women; in 1969 it accounted for less than 1% of the men and none of the women.

Political Science registered proportionately more of the Faculty's men in 1969 (17%) than it did in 1968 (11%), and Anthropology had a reversal in its male-female ratio (64% women in 1968, 60% men in 1969).

III Regional Distribution of Freshmen into Faculties, by Sex[3] (Tables 8-18)

In 1969, Freshmen from the Buffalo area and the New York Metropolitan Area accounted for 86% of the total class, up from 80% in 1968. This 6% increase was due primarily to the Buffalo Area residents; in 1968 Buffalo students represented 45% of the Freshman Class, in 1969 this increased to 49% or nearly half of all Freshmen enrolled. New York Area Freshmen represented just over a third of the Class (37%) in both years.

Reflecting the 50-50 distribution of men and women in the whole Class in 1969, the men and the women from the Buffalo Area and the New York Area each represented 43% of the total class in 1969. In 1968 the men from these two areas represented 43% of the Class, but the women represented only 37%. It seems, then, that the increased total representation from these two areas in 1969 was due primarily to the proportional increase in the number of women from the Buffalo Area.

As the representation of out-of-state Freshmen dropped from 4% in 1968 to 3% in 1969, Freshmen from within New York State but outside of the two areas mentioned above decreased proportionally from 14% of the Class in 1968 to 11% of the Class in 1969. Because the Freshman Class as a whole was numerically smaller as well in 1969, the number of New York State Freshmen from outside the two major areas was greatly reduced in 1969.

A. Buffalo Area (Table 8)

Buffalo Area representation increased in 1969, with residents from this area *accounting for nearly half (49%) of the Freshman Class.* This is up from 45% in 1968. Largely accountable for this increase was the increased proportion of women from the Buffalo Area; in 1968 they accounted for 19% of the total class, while in 1969 this proportion rose to 24%. In both years men from the Buffalo Area accounted for about 25% of the Freshman Class.

Comparing the distribution of the Freshmen from the Buffalo Area into the various Faculties (Columns P_a, Table 8) with the distribution of the Class as a whole (Columns P_c, Table 1), the most noticeable distinction is that in 1969 the Buffalo Area students tended more to associate themselves with a specific Faculty than to remain undecided at registration. 39% of the Class as a whole had not indicated a major in 1969, compared with 31% of the Buffalo Area residents. In 1968, an equal proportion of each group (37%) were so registered.

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[3] See map in Appendix for specific counties included within each economic region of New York State.

Of those Buffalo Area Freshman who did choose a particular major, their profile was nearly identical, albeit a few percentage points higher due to fewer "undecideds," *to the class as a whole.* This pattern also held for the men and the women taken separately. The only deviation was Natural Sciences & Mathematics, in which the proportion of both men and women from the Buffalo Area going into that Faculty was slightly less than the proportion going from the Class as a whole.

Although the distribution of Buffalo Area Freshmen into the Faculties closely approximated the distribution of the whole Class, Buffalo Area residents represented varying proportions of those Freshmen within each Faculty (Columns P_f, Table 8). *Buffalo Area Freshman men represented 25% of the total class, but supplied 50% of all Freshmen in Engineering & Applied Sciences and only 16% of those Freshmen in Health Sciences. Buffalo Area Freshmen women accounted for 24% of the Class as a whole, but accounted for 56% of all Freshmen in Educational Studies, 48% of those in Health Sciences, 39% of those in Arts & Letters, and only 16% of all Freshmen in Natural Sciences & Mathematics and 3% of those in Engineering & Applied Sciences.* In 1969, Buffalo Area men increased their representation over 1968 in all Faculties except Social Sciences & Administration and among those not indicated, where their representation remained nearly the same. The most noticeable increase, from 19% to 25%, came in Educational Studies. Buffalo Area women increased their representation in all specific Faculties, with conspicuous increases coming in Educational Studies and Arts & Letters.

Buffalo area men and women together nearly monopolized Educational Studies, with 81% of its Freshman enrollment in 1969, up from 53% in 1968. They are also strongly represented in Health Sciences, with 64% of all Freshmen in that Faculty, an increase of 14 percentage points over 1968.

B. New York Metropolitan Area (Table 9)

Freshmen from the New York Metropolitan Area represented 37%, or just over a third, of the 1969 Freshman Class; this is basically unchanged from 1968.

The distribution of New York Area Freshmen into the Faculties stands in contrast to that of Buffalo Area Freshmen. *51% of the New York Area Freshmen did not indicate a major, compared to 39% of the Class as a whole and 31% of the Buffalo Area Freshmen.* This high percentage has remained constant over the two years. Of those who did indicate a major, their distribution into the Faculties was similar to, but a few percentage points lower than the Class as a whole. The exception to this pattern was Natural Sciences & Mathematics, which was a few percentage points higher (Cf. Buffalo Area).

Residents of the New York Area accounted for only 14% of the Freshmen in Educational Studies, but together with the Buffalo Area residents

Table 8: Regional Distribution of Freshmen into Faculties, by Sex: BUFFALO AREA

Faculty	Year	MEN N	MEN P_f[a]	MEN P_{sa}[b]	WOMEN N	WOMEN P_f	WOMEN P_{sa}	TOTAL N	TOTAL P_f[c]	TOTAL P_a[d]
Arts & Letters	69	43	.20	.08	85	.39	.18	128	.58	.13
	68	34	.16	.05	63	.29	.13	97	.44	.08
Educational Studies	69	15	.25	.03	33	.56	.07	48	.81	.05
	68	10	.19	.01	18	.34	.04	28	.53	.02
Engineering & Applied Sciences	69	74	.50	.15	4	.03	.01	78	.52	.08
	68	159	.47	.24	4	.01	.01	163	.48	.14
Health Sciences	69	23	.16	.05	71	.48	.15	94	.64	.10
	68	30	.13	.04	89	.38	.18	119	.50	.10
Natural Sciences & Mathematics	69	69	.28	.14	39	.16	.08	108	.44	.11
	68	72	.26	.11	37	.14	.07	109	.40	.09
Social Sciences & Administration	69	126	.31	.25	97	.24	.21	223	.55	.23
	68	134	.32	.20	86	.20	.17	220	.52	.19
Not Indicated	69	160	.21	.31	144	.18	.30	304	.39	.31
	68	235	.22	.35	200	.19	.40	435	.40	.37
BUFFALO AREA TOTALS	69	510	.25		473	.24		983	.49	
	68	674	.26		497	.19		1171	.45	

[a] P_f = Proportion of Faculty, e.g., in 1969, 20% of all Freshmen in Arts & Letters were men from Buffalo (43/219).
[b] P_{sa} = Proportion of Sex from Area, e.g., in 1969, 8% of all Freshman men from Buffalo were in Arts & Letters (43/510).
[c] P_f = Proportion of Faculty, e.g., in 1969, 58% of all Freshmen in Arts & Letters were from Buffalo (128/219).
[d] P_a = Proportion of Area, e.g., in 1969, 13% of all Freshmen from Buffalo were in Arts & Letters (128/983).

Table 9: Regional Distribution of Freshmen into Faculties, by Sex: NEW YORK METROPOLITAN AREA

Faculty	Year	MEN N	MEN P_f[a]	MEN P_{sa}[b]	WOMEN N	WOMEN P_f	WOMEN P_{sa}	TOTAL N	TOTAL P_f[c]	TOTAL P_a[d]
Arts & Letters	69	15	.07	.04	49	.22	.12	64	.29	.09
	68	13	.06	.03	71	.33	.15	84	.39	.09
Educational Studies	69	-	-	-	8	.14	.02	8	.14	.01
	68	-	-	-	9	.17	.02	9	.17	.01
Engineering & Applied Sciences	69	33	.22	.10	4	.03	.01	37	.23	.05
	68	69	.20	.15	1	<.01	<.01	70	.21	.08
Health Sciences	69	4	.03	.01	19	.13	.05	23	.16	.03
	68	7	.03	.02	39	.17	.08	46	.19	.05
Natural Sciences & Mathematics	69	60	.24	.17	50	.20	.13	110	.44	.15
	68	64	.23	.14	43	.16	.09	107	.39	.12
Social Sciences & Administration	69	62	.15	.18	59	.15	.15	121	.30	.16
	68	71	.17	.16	62	.15	.13	133	.31	.14
Not Indicated	69	170	.22	.49	204	.26	.52	374	.48	.51
	68	228	.21	.50	241	.22	.52	469	.43	.51
NEW YORK METROPOLITAN AREA TOTALS	69	344	.17		393	.20		737	.37	
	68	452	.17		466	.18		918	.35	

[a] P_f = Proportion of Faculty, e.g., in 1969, 7% of all Freshmen in Arts & Letters were men from the New York Metropolitan Area (15/219).

[b] P_{sa} = Proportion of Sex from Area, e.g., in 1969, 4% of all Freshman men from the New York Metropolitan Area were in Arts & Letters (15/344).

[c] P_f = Proportion of Faculty, e.g., in 1969, 29% of all Freshmen in Arts & Letters were from the New York Metropolitan Area (64/219).

[d] P_a = Proportion of Area, e.g., in 1969, 9% of all Freshmen from the New York Metropolitan Area were in Arts & Letters (64/737).

Table 10: Regional Distribution of Freshmen into Faculties, by Sex: ROCHESTER AREA

Faculty	Year	MEN N	MEN P_f[a]	MEN P_{sa}[b]	WOMEN N	WOMEN P_f	WOMEN P_{sa}	TOTAL N	TOTAL P_f[c]	TOTAL P_a[d]
Arts & Letters	69	-	-	-	4	.02	.10	4	.02	.06
	68	3	.01	.04	3	.01	.06	6	.03	.05
Educational Studies	69	-	-	-	-	-	-	-	-	-
	68	-	-	-	3	.06	.06	3	.06	.02
Engineering & Applied Sciences	69	4	.03	.16	-	-	-	4	.03	.06
	68	20	.06	.28	-	-	-	20	.06	.17
Health Sciences	69	1	.01	.04	8	.05	.20	9	.06	.14
	68	5	.02	.07	11	.05	.22	16	.07	.13
Natural Sciences & Mathematics	69	4	.02	.16	1	<.01	.02	5	.02	.08
	68	10	.04	.14	3	.01	.06	13	.05	.11
Social Sciences & Administration	69	6	.01	.24	11	.03	.27	17	.04	.26
	68	10	.02	.14	6	.01	.12	16	.04	.13
Not Indicated	69	10	.01	.40	16	.02	.40	26	.03	.40
	68	24	.02	.33	23	.02	.47	47	.04	.39
ROCHESTER AREA TOTALS	69	25	.01		40	.02		65	.03	
	68	72	.03		49	.02		121	.05	

[a] P_f = Proportion of Faculty, e.g., in 1969, none of the Freshmen in Arts & Letters were men from Rochester (0/219).

[b] P_{sa} = Proportion of Sex from Area, e.g., in 1969, none of the Freshman men from Rochester were in Arts & Letters (0/25).

[c] P_f = Proportion of Faculty, e.g., in 1969, 2% of all Freshmen in Arts & Letters were from Rochester (4/219).

[d] P_a = Proportion of Area, e.g., in 1969, 6% of all Freshmen from Rochester were in Arts & Letters (4/65).

Table 11: Regional Distribution of Freshmen into Faculties, by Sex: SYRACUSE AREA

		MEN			WOMEN			TOTAL		
Faculty	Year	N	P_f^a	P_{sa}^b	N	P_f	P_{sa}	N	P_f^c	P_a^d
Arts & Letters	69	1	<.01	.06	2	.01	.13	3	.01	.09
	68	1	<.01	.02	2	.01	.06	3	.01	.04
Educational Studies	69	-	-	-	-	-	-	-	-	-
	68	-	-	-	1	.02	.03	1	.02	.01
Engineering & Applied Sciences	69	4	.03	.24	-	-	-	4	.03	.12
	68	21	.06	.43	1	<.01	.03	22	.07	.27
Health Sciences	69	1	.01	.06	2	.01	.13	3	.02	.09
	68	3	.01	.06	7	.03	.22	10	.04	.12
Natural Sciences & Mathematics	69	4	.02	.24	2	.01	.13	6	.02	.18
	68	5	.02	.10	3	.01	.09	8	.03	.10
Social Sciences & Administration	69	3	.01	.18	5	.01	.31	8	.02	.24
	68	8	.02	.16	3	.01	.09	11	.03	.14
Not Indicated	69	4	.01	.24	5	.01	.31	9	.01	.27
	68	11	.01	.22	15	.01	.47	26	.02	.32
SYRACUSE AREA TOTALS	69	17	.01		16	.01		33	.02	
	68	49	.02		32	.01		81	.03	

[a] P_f = Proportion of Faculty, e.g., in 1969, less than 1% of all Freshmen in Arts & Letters were men from Syracuse (1/219).

[b] P_{sa} = Proportion of Sex from Area, e.g., in 1969, 6% of all Freshman men from Syracuse were in Arts & Letters (1/17).

[c] P_f = Proportion of Faculty, e.g., in 1969, 1% of all Freshmen in Arts & Letters were from Syracuse (3/219).

[d] P_a = Proportion of Area, e.g., in 1969, 9% of all Freshmen from Syracuse were in Arts & Letters (3/33).

Table 12: Regional Distribution of Freshmen into Faculties, by Sex: CAPITOL DISTRICT

Faculty	Year	MEN N	MEN P_f^a	MEN P_{sa}^b	WOMEN N	WOMEN P_f	WOMEN P_{sa}	TOTAL N	TOTAL P_f^c	P_a^d
Arts & Letters	69	2	.01	.12	-	-	-	2	.01	.06
	68	-	-	-	2	.01	.11	2	.01	.04
Educational Studies	69	-	-	-	-	-	-	-	-	-
	68	-	-	-	2	.04	.11	2	.04	.04
Engineering & Applied Sciences	69	4	.03	.24	-	-	-	4	.03	.11
	68	18	.05	.51	-	-	-	18	.05	.33
Health Sciences	69	-	-	-	1	.01	.06	1	.01	.03
	68	1	<.01	.03	5	.02	.26	6	.03	.11
Natural Sciences & Mathematics	69	1	<.01	.06	4	.02	.22	5	.02	.14
	68	2	.01	.06	1	<.01	.05	3	.01	.06
Social Sciences & Administration	69	6	.01	.35	3	.01	.17	9	.02	.26
	68	6	.01	.17	1	<.01	.05	7	.02	.13
Not Indicated	69	4	.01	.24	10	.01	.56	14	.02	.40
	68	8	.01	.23	8	.01	.42	16	.01	.30
CAPITOL DISTRICT TOTALS	69	17	.01		18	.01		35	.02	
	68	35	.01		19	.01		54	.02	

[a] P_f = Proportion of Faculty, e.g., in 1969, 1% of all Freshmen in Arts & Letters were men from the Capitol District. (2/219).

[b] P_{sa} = Proportion of Sex from Area, e.g., in 1969, 12% of all Freshman men from the Capitol District were in Arts & Letters. (2/17).

[c] P_f = Proportion of Faculty, e.g., in 1969, 1% of all Freshmen in Arts & Letters were from the Capitol District (2/219).

[d] P_a = Proportion of Area, e.g., in 1969, 6% of all Freshmen from the Capitol District were in Arts & Letters. (2/35).

Table 13: Regional Distribution of Freshmen into Faculties, by Sex: MOHAWK VALLEY

		MEN			WOMEN			TOTAL		
Faculty	Year	N	$P_f{}^a$	$P_{sa}{}^b$	N	P_f	P_{sa}	N	$P_f{}^c$	$P_a{}^d$
Arts & Letters	69	-	-	-	1	<.01	.08	1	<.01	.05
	68	-	-	-	-	-	-	-	-	-
Educational Studies	69	1	.02	.13	-	-	-	1	.02	.05
	68	1	.02	.05	-	-	-	1	.02	.03
Engineering & & Applied Sciences	69	4	.03	.50	-	-	-	4	.03	.19
	68	8	.02	.38	-	-	-	8	.02	.25
Health Sciences	69	-	-	-	3	.02	.23	3	.02	.14
	68	-	-	-	6	.03	.55	6	.03	.19
Natural Sciences & Mathematics	69	1	<.01	.13	2	.01	.15	3	.01	.14
	68	3	.01	.14	1	<.01	.09	4	.01	.13
Social Sciences & Administration	69	-	-	-	1	<.01	.08	1	<.01	.05
	68	1	<.01	.05	1	<.01	.09	2	<.01	.06
Not Indicated	69	2	<.01	.25	6	.01	.46	8	.01	.38
	68	8	.01	.38	3	<.01	.27	11	.01	.34
MOHAWK VALLEY TOTALS	69	8	<.01		13	.01		21	.01	
	68	21	.01		11	<.01		32	.01	

[a] P_f = Proportion of Faculty, e.g., in 1969, none of the Freshmen in Arts & Letters were men from the Mohawk Valley (0/219).

[b] P_{sa} = Proportion of Sex from Area, e.g., in 1969, none of the Freshman men from the Mohawk Valley were in Arts & Letters (0/8).

[c] P_f = Proportion of Faculty, e.g., in 1969 less than 1% of all Freshmen in Arts & Letters were from the Mohawk Valley (1/219).

[d] P_a = Proportion of Area, e.g., in 1969, 5% of all Freshmen from the Mohawk Valley were in Arts & Letters (1/21).

Table 14: Regional Distribution of Freshmen into Faculties, by Sex: ELMIRA AREA

		MEN			WOMEN			TOTAL		
Faculty	Year	N	P_f[a]	P_{sa}[b]	N	P_f	P_{sa}	N	P_f[c]	P_a[d]
Arts & Letters	69	2	.01	.17	-	-	-	2	.01	.08
	68	3	.01	.10	5	.02	.25	8	.04	.16
Educational Studies	69	-	-	-	-	-	-	-	-	-
	68	-	-	-	-	-	-	-	-	-
Engineering & Applied Sciences	69	2	.01	.17	-	-	-	2	.01	.08
	68	11	.03	.35	-	-	-	11	.03	22
Health Sciences	69	-	-	-	2	.01	.15	2	.01	.08
	68	1	<.01	.03	4	.02	.20	5	.02	.10
Natural Sciences & Mathematics	69	1	<.01	.08	2	.01	.15	3	.01	.12
	68	2	.01	.06	3	.01	.15	5	.02	.10
Social Sciences & Administration	69	2	<.01	.17	1	<.01	.08	3	.01	.12
	68	2	<.01	.06	-	-	-	2	<.01	.04
Not Indicated	69	5	.01	.42	8	.01	.62	13	.02	.52
	68	12	.01	.39	8	.01	.40	20	.02	.39
ELMIRA AREA TOTALS	69	12	.01		13	.01		25	.01	
	68	31	.01		20	.01		51	.02	

[a] P_f = Proportion of Faculty, e.g., in 1969, 1% of all Freshmen in Arts & Letters were men from Elmira (2/219).
[b] P_{sa} = Proportion of Sex from Area, e.g., in 1969, 17% of all Freshman men from Elmira were in Arts & Letters (2/12).
[c] P_f = Proportion of Faculty, e.g., in 1969, 1% of all Freshmen in Arts & Letters were from Elmira (2/219).
[d] P_a = Proportion of Area, e.g., in 1969, 8% of all Freshmen from Elmira were in Arts & Letters (2/25).

Table 15: Regional Distribution of Freshmen into Faculties, by Sex: BINGHAMTON AREA

		MEN			WOMEN			TOTAL		
Faculty	Year	N	P_f[a]	P_{sa}[b]	N	P_f	P_{sa}	N	P_f[c]	P_a[d]
Arts & Letters	69	-	-	-	1	<.01	.09	1	<.01	.06
	68	2	.01	.11	2	.01	.13	4	.02	.11
Educational Studies	69	-	-	-	1	.02	.09	1	.02	.06
	68	2	.04	.11	-	-	-	2	.04	.06
Engineering & Applied Sciences	69	1	.01	.20	1	.01	.09	2	.01	.13
	68	2	.01	.11	-	-	-	2	.01	.06
Health Sciences	69	-	-	-	3	.02	.27	3	.02	.19
	68	-	-	-	5	.02	.31	5	.02	.14
Natural Sciences & Mathematics	69	-	-	-	1	<.01	.09	1	<.01	.06
	68	6	.02	.32	1	<.01	.06	7	.03	.20
Social Sciences & Administration	69	2	<.01	.40	1	<.01	.09	3	.01	.19
	68	4	.01	.21	4	.01	.25	8	.02	.23
Not Indicated	69	2	<.01	.40	3	<.01	.27	5	.01	.31
	68	3	<.01	.16	4	<.01	.25	7	.01	.20
BINGHAMTON AREA TOTALS	69	5	<.01		11	.01		16	.01	
	68	19	.01		16	.01		35	.01	

[a] P_f = Proportion of Faculty, e.g., in 1969, none of the Freshmen in Arts & Letters were men from Binghamton (0/219).

[b] P_{sa} = Proportion of Sex from Area, e.g., in 1969, none of the Freshman men from Binghamton were in Arts & Letters (0/5).

[c] P_f = Proportion of Faculty, e.g., in 1969, less than 1% of all Freshmen in Arts & Letters were from Binghamton (1/219).

[d] P_a = Proportion of Area, e.g., in 1969, 6% of all Freshmen from Binghamton were in Arts & Letters (1/16).

Table 16: Regional Distribution of Freshmen into Faculties, by Sex: NORTHERN AREA

Faculty	Year	MEN N	MEN P_f[a]	MEN P_{sa}[b]	WOMEN N	WOMEN P_f	WOMEN P_{sa}	TOTAL N	TOTAL P_f[c]	TOTAL P_a[d]
Arts & Letters	69	1	<.01	.20	1	.01	.17	2	.01	.18
	68	-	-	-	1	<.01	.20	1	<.01	.04
Educational Studies	69	-	-	-	-	-	-	-	-	-
	68	2	.04	.10	-	-	-	2	.04	.08
Engineering & Applied Sciences	69	2	.01	.40	-	-	-	2	.01	.18
	68	7	.02	.33	-	-	-	7	.02	.27
Health Sciences	69	-	-	-	2	.01	.33	2	.01	.18
	68	-	-	-	-	-	-	-	-	-
Natural Sciences & Mathematics	69	2	.01	.40	1	<.01	.17	3	.01	.27
	68	1	<.01	.05	-	-	-	1	<.01	.04
Social Sciences & Administration	69	-	-	-	-	-	-	-	-	-
	68	-	-	-	-	-	-	-	-	-
Not Indicated	69	-	-	-	2	<.01	33	2	<.01	.18
	68	11	.01	.52	4	<.01	.80	15	.01	.58
NORTHERN AREA TOTALS	69	5	<.01		6	<.01		11	.01	
	68	21	.01		5	<.01		26	.01	

[a] P_f = Proportion of Faculty, e.g., in 1969, less than 1% of all Freshmen in Arts & Letters were men from the Northern Area (1/219).

[b] P_{sa} = Proportion of Sex from Area, e.g., in 1969, 20% of all Freshman men from the Northern Area were in Arts & Letters (1/5).

[c] P_f = Proportion of Faculty, e.g., in 1969, 1% of all Freshmen in Arts & Letters were from the Northern Area (2/219).

[d] P_a = Proportion of Area, e.g., in 1969, 18% of all Freshmen from the Northern Area were in Arts & Letters (2/11).

Table 17: Regional Distribution of Freshmen into Faculties, by Sex: MID-HUDSON AREA

		MEN			WOMEN			TOTAL		
Faculty	Year	N	P_f[a]	P_{sa}[b]	N	P_f	P_{sa}	N	P_f[c]	P_a[d]
Arts & Letters	69	-	-	-	2	.01	.29	2	.01	.17
	68	-	-	-	-	-	-	-	-	-
Educational Studies	69	-	-	-	-	-	-	-	-	-
	68	-	-	-	-	-	-	-	-	-
Engineering & Applied Sciences	69	-	-	-	-	-	-	-	-	-
	68	5	.01	.29	1	<.01	.07	6	.02	.19
Health Sciences	69	-	-	-	1	.01	.14	1	.01	.08
	68	-	-	-	7	.03	.47	7	.03	.22
Natural Sciences & Mathematics	69	1	<.01	.20	-	-	-	1	<.01	.08
	68	3	.01	.18	3	.01	.20	4	.01	.13
Social Sciences & Administration	69	1	<.01	.20	-	-	-	1	<.01	.08
	68	1	<.01	.06	3	.01	.20	4	.01	.13
Not Indicated	69	3	<.01	.60	4	.01	.57	7	.01	.58
	68	8	.01	.47	3	<.01	.20	11	.01	.34
MID-HUDSON AREA TOTALS	69	5	<.01		7	<.01		12	.01	
	68	17	.01		15	.01		32	.01	

[a] P_f = Proportion of Faculty, e.g., in 1969, none of the Freshmen in Arts & Letters were men from the Mid-Hudson Area (0/219).

[b] P_{sa} = Proportion of Sex from Area, e.g., in 1969, none of the Freshman men from the Mid-Hudson Area were in Arts & Letters (0/5).

[c] P_f = Proportion of Faculty, e.g., in 1969, 1% of all Freshmen in Arts & Letters were from the Mid-Hudson Area (2/219).

[d] P_a = Proportion of Area, e.g., in 1969, 17% of all Freshmen from the Mid-Hudson Area were in Arts & Letters (2/12).

Table 18: Regional Distribution of Freshmen into Faculties, by Sex: OUTSIDE OF NEW YORK STATE

Faculty	Year	MEN N	MEN P_f^a	MEN P_{sa}^b	WOMEN N	WOMEN P_f	WOMEN P_{sa}	TOTAL N	TOTAL P_f^c	TOTAL P_a^d
Arts & Letters	69	4	.02	.11	6	.03	.18	10	.05	.14
	68	6	.03	.10	7	.03	.19	13	.06	.13
Educational Studies	69	1	.02	.03	-	-	-	1	.02	.01
	68	4	.08	.06	1	.02	.03	5	.09	.05
Engineering & Applied Sciences	69	12	.08	.33	1	.01	.03	13	.09	.19
	68	9	.03	.14	1	<.01	.03	10	.03	.10
Health Sciences	69	2	.01	.06	5	.03	.15	7	.05	.10
	68	3	.01	.05	13	.06	.35	16	.07	.16
Natural Sciences & Mathematics	69	2	.01	.06	1	<.01	.03	3	.01	.04
	68	10	.04	.16	3	.01	.08	13	.05	.13
Social Sciences & Administration	69	9	.02	.25	8	.02	.24	17	.04	.25
	68	13	.03	.21	8	.02	.22	21	.05	.21
Not Indicated	69	6	.01	.17	12	.02	.36	18	.02	.26
	68	18	.02	.29	4	<.01	.11	22	.02	.22
OUTSIDE OF NEW YORK STATE TOTALS	69	36	.02		33	.02		69	.03	
	68	63	.02		37	.01		100	.04	

[a] P_f = Proportion of Faculty, e.g., in 1969, 2% of all Freshmen in Arts & Letters were men from outside of New York State (4/219).

[b] P_{sa} = Proportion of Sex from Area, e.g., in 1969, 11% of all Freshman men from outside of New York State were in Arts & Letters (4/36).

[c] P_f = Proportion of Faculty, e.g., in 1969, 5% of all Freshmen in Arts & Letters were from outside of New York State (10/219).

[d] P_a = Proportion of Area, e.g., in 1969, 14% of all Freshmen from outside of New York State were in Arts & Letters (10/69).

accounted for 95% of the Freshmen in that Faculty. No men from the New York Area enrolled in Educational Studies in either 1968 or 1969. *Students from the New York Area,* 37% of the Class, *were sparsely represented in Health Sciences (16%) as well as Educational Studies (14%). They were well represented, however, in Natural Sciences & Mathematics with 44% of that Faculty's Freshmen,* and accounted for nearly half (43%) of all Freshmen who did not choose majors at first registration. The most striking difference between 1968 and 1969 was in Arts & Letters, where New York Area Freshmen represented 39% of the Freshmen in 1968 and only 29% in 1969. This difference was largely due to the decreased number of women from this Area enrolled in that Faculty, a drop from 33% of the Faculty in 1968 to 22% in 1969. Conversely, there was an increase in the number of women from New York who enrolled in Engineering & Applied Sciences, as their representation in that Department increased from less than 1% to 3%.

C. All Other Areas (Tables 10-18)

Because the number of Freshmen from outside the Buffalo and New York Areas was so small (14% of the Class in 1969, 20% in 1968), percentages within these groups can be deceiving. Generally speaking, however, *students from outside of the two major areas tended in 1969 to associate mostly with Social Sciences & Administration or Natural Sciences & Mathematics, and least with Educational Studies.* A relatively large proportion of men from outside the two major Areas also tended to go into Engineering & Applied Sciences and a relatively large proportion of women tended to go into Health Sciences.

Approximately the same proportion of Freshmen from outside the two major Areas in 1969 were undecided on a major as in the Class as a whole (40%), with the exceptions of the Northern Area (18%) and the Syracuse Area (27%) which were low, and the Mid-Hudson Area (58%) and the Elmira Area (52%) which were high. There were great fluctuations in these proportions from all Areas, however, comparing either sexes and/or years.

For both years and both sexes, on the other hand, *those Freshmen from outside New York State* (Table 18) *had a relatively small proportion who did not indicate a major* (26% total in 1969). *This perhaps indicates that those who come to SUNYAB from out-of-state come with a particular program in mind.* Compared with the Class as a whole, a relatively large proportion of out-of-state Freshmen chose either Social Sciences & Administration (25%) or Engineering & Applied Sciences (19%). *The increase in Engineering & Applied Sciences from 10% in 1968 to 19% in 1969 is especially significant considering the massive decrease in enrollment in that Faculty in the Class as a whole.* The large proportion of out-of-state women who registered in Health Sciences in 1968 (35%) dropped back to about normal for the Class as a whole in 1969 (15%).

IV Faculties and Selected Local High Schools, Sexes Combined (Table 19)

Selected local high schools (those which have 30 or more graduates among SUNYAB Freshmen) *in 1969 accounted for 43% of the Buffalo Area Freshmen and 21% of the total Freshman Class.* These figures are basically unchanged from 1968, even though two fewer schools met the criterion to be included within this group.

Changes from 1968 to 1969 in the distribution of Freshmen into the Faculties from all selected schools followed closely the pattern set by the Buffalo Area students as a whole. In both years, however, *relatively fewer students from the selected schools were likely to enter Engineering & Applied Sciences than were students from the Buffalo Area generally, and in 1969 a greater proportion of students from the selected schools chose to register in Social Sciences & Administration than from the Buffalo Area as a whole.* The only differences of note *between the Freshmen from the selected schools and those of the total Freshman Class is that the former were more likely to be in the "Not Indicated" category (31%) and were more likely to register in Social Sciences & Administration (26%) than were the latter (39% and 20% respectively)*.

Of the selected schools individually, East exhibited the most dramatic changes. With a 50% increase in the number of its graduates enrolled, there was nearly a 50% decrease in the number of students not indicating a major, In other words, 84% of East High students registering at SUNYAB in 1968 did not associate with a specific Faculty, whereas in 1969 only 29% similarly registered. Accounting for most of the difference were the Faculties of Social Sciences & Administration and Arts & Letters; in 1968, they drew only 6% and 2%, respectively of the East High graduates, but in 1969 drew 33% and 19% respectively.

Although the Freshman Class as a whole showed a sharp drop in enrollment in 1969, Bennett and Kensington, along with East, had an increased number of students at SUNYAB in 1969. Also like East, Bennett showed a significant drop in the proportion of students not indicating a major at Freshman registration (51% in 1968, 35% in 1969), with proportionately more students in each of the six Faculties, tending mostly to Social Sciences & Administration. Kensington had a rather sharp increase in the proportion of students enrolling in Educational Studies in 1969 (13%) over 1968 (3%), and this year's figure for Kensington is considerably higher than that for the total Freshman Class (3%). There was a complementary decrease in the proportion of students from Kensington who entered Health Sciences over the two years (19% in 1968, 7% in 1969); and, reflecting the selected schools in general, Kensington had an increased proportion of students in Social Sciences & Administration in 1969 (20%) over 1968 (6%).

Both Kenmore East and Kenmore West had a larger proportion of students within the "Not Indicated" category in 1969 than in 1968, a pattern reversing that of the Buffalo Area of which these schools are a part. Kenmore East had as well a rather large increase in the proportion of their students enrolling in Natural Sciences & Mathematics (9% in 1968, 19% in 1969).

Some Faculties appeared to be rather popular or unpopular with students from particular schools (compare the proportion of all selected high school students which each school represents with the proportion of selected high school students *within each Faculty* which that school represents). For example, although Bennett students comprised 24% of all students from the selected schools in 1969, Bennett students represented only about 10% of the selected school students in Engineering & Applied Sciences and in Natural Sciences & Mathematics. East students comprised 18% of all selected school students, but constituted only 4% of the Natural Sciences & Mathematics

Faculty and 8% of the Health Sciences Faculty from these schools. On the other hand, East students represented 24% of the selected school students in Arts & Letters and 23% in Social Sciences & Administration. Kenmore East represented 10% of all selected school students, but comprised 24% of these students in Engineering & Applied Sciences. Kensington students represented 9% overall, but supplied 24% of these schools' students in Educational Studies and 18% of those in Natural Sciences & Mathematics. Parochial School students, representing 28% of the group as a whole, accounted for 47% of the selected school students in Health Sciences and 42% of those in Natural Sciences and Mathematics.

Table 19: Faculties and Selected Local High Schools, Sexes Combined

		High School[a]								
		Amherst			Bennett			East		
Faculty	Year	N	P_{hf}[b]	P_{hs}[c]	N	P_{hf}	P_{hs}	N	P_{hf}	P_{hs}
Arts & Letters	69				14	.24	.14	14	.24	.19
	68	3	.06	.06	9	.19	.12	1	.02	.02
Educational Studies	69				6	.29	.06	5	.24	.07
	68	-	-	-	3	.23	.04	1	.08	.02
Engineering & Applied Sciences	69				2	.10	.02	4	.20	.05
	68	4	.07	.08	1	.02	.01	-	-	-
Health Sciences	69				8	.21	.08	3	.08	.04
	68	6	.15	.12	3	.07	.04	1	.02	.02
Natural Sciences & Mathematics	69				5	.11	.05	2	.04	.03
	68	9	.20	.18	3	.07	.04	2	.04	.04
Social Sciences & Administration	69				31	.23	.31	25	.23	.33
	68	8	.08	.16	18	.19	.24	3	.03	.06
Not Indicated	69				35	.27	.35	22	.17	.29
	68	20	.09	.40	39	.18	.51	41	.19	.84
TOTALS	69				101	.24	1.00	75	.18	1.00
	68	50	.10	1.00	76	.15	1.00	49	.09	1.00

a = Only schools which enrolled 30 or more graduates as SUNYAB Freshmen are included; Amherst and the combined Vocational Schools failed to meet the criterion for 1969.

$^{b}P_{hf}$ = Proportion of Faculty from Selected Schools Only, e.g., in 1968, 6% of the Freshmen in Arts & Letters from the selected high schools were from Amherst High School (3/48).

$^{c}P_{hs}$ = Proportion of High School, e.g., in 1968, 6% of all Freshmen from Amherst were in Arts & Letters (3/50).

Table 19 [Continued]: Faculties and Selected Local High Schools, Sexes Combined

		High School[a]								
		Kenmore East			Kenmore West			Kensington		
Faculty	Year	N	P_{hf}[b]	P_{hs}[c]	N	P_{hf}	P_{hs}	N	P_{hf}	P_{hs}
Arts & Letters	69	5	.09	.12	5	.09	.11	5	.09	.13
	68	4	.08	.07	5	.10	.07	5	.10	.10
Educational Studies	69	-	-	-	2	.10	.04	5	.24	.13
	68	2	.15	.04	-	-	-	1	.08	.03
Engineering & Applied Sciences	69	2	.10	.05	5	.25	.11	1	.05	.02
	68	12	.21	.21	13	.23	.19	3	.05	.09
Health Sciences	69	4	.11	.09	2	.05	.04	3	.08	.07
	68	4	.10	.07	6	.15	.09	6	.15	.19
Natural Sciences & Mathematics	69	8	.18	.19	3	.07	.07	8	.18	.20
	68	5	.11	.09	6	.13	.09	6	.13	.19
Social Sciences & Administration	69	8	.07	.19	9	.08	.20	8	.07	.20
	68	11	.11	.20	15	.15	.22	2	.02	.06
Not Indicated	69	16	.12	.37	20	.15	.43	10	.08	.25
	68	18	.08	.32	24	.11	.35	9	.04	.28
TOTALS	69	43	.10	1.00	46	.11	1.00	40	.09	1.00
	68	56	.11	1.00	69	.13	1.00	32	.06	1.00

[a] = Only schools which enrolled 30 or more graduates as SUNYAB Freshmen are included; Amherst and the combined Vocational Schools failed to meet the criterion for 1969.

[b] P_{hf} = Proportion of Faculty from Selected Schools Only, e.g., in 1969, 9% of the Freshmen in Arts & Letters from the selected high schools were from Kenmore East (5/58).

[c] P_{hs} = Proportion of High School, e.g., in 1969, 12% of all Freshmen from Kenmore East were in Arts & Letters (5/43).

Table 19 [Continued]: Faculties and Selected Local High Schools, Sexes Combined

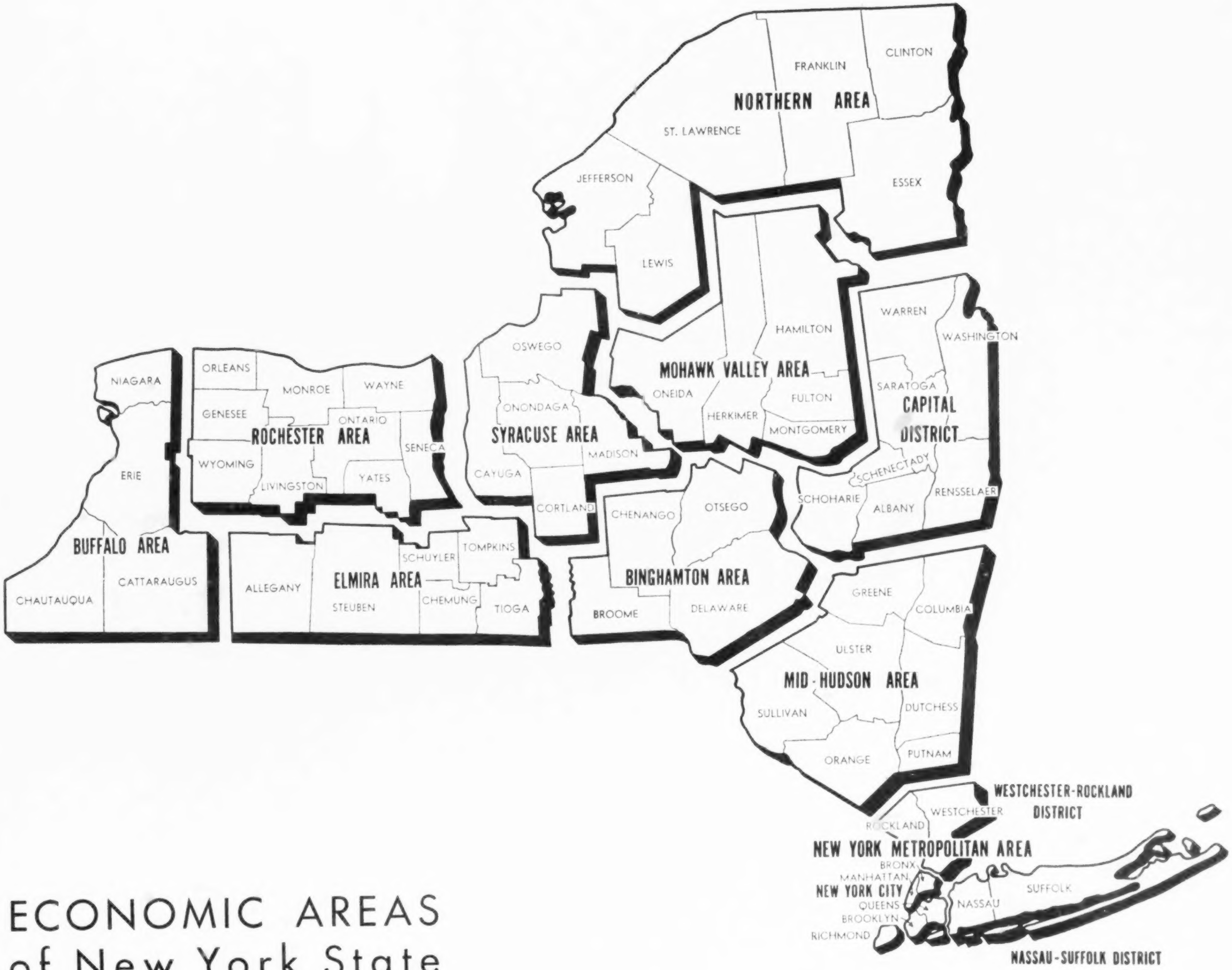
		High School[a]							
		Parochial Schools			Vocational Schools			Total: Selected Schools	
Faculty	Year	N	P_{hf}[b]	P_{hs}[c]	N	P_{hf}	P_{hs}	N	P_{ss}[d]
Arts & Letters	69	15	.26	.13				58	.14
	68	21	.44	.14	-	-	-	48	.09
Educational Studies	69	3	.14	.03				21	.05
	68	5	.38	.03	1	.08	.03	13	.03
Engineering & Applied Sciences	69	6	.30	.05				20	.05
	68	14	.25	.09	9	.16	.25	56	.11
Health Sciences	69	18	.47	.15				38	.09
	68	15	.37	.10	-	-	-	41	.08
Natural Sciences & Mathematics	69	19	.42	.16				45	.11
	68	15	.33	.10	-	-	-	46	.09
Social Sciences & Administration	69	28	.26	.24				109	.26
	68	30	.31	.20	10	.10	.28	97	.19
Not Indicated	69	29	.22	.25				132	.31
	68	48	.22	.32	16	.07	.44	215	.42
TOTALS	69	118	.28	1.00				423	1.00
	68	148	.29	1.00	36	.07	1.00	516	1.00

[a] = Only schools which enrolled 30 or more graduates as SUNYAB Freshmen are included; Amherst and the combined Vocational Schools failed to meet the criterion for 1969.

[b] P_{hf} = Proportion of Faculty from Selected Schools Only, e.g., in 1969, 26% of the Freshmen in Arts & Letters from the selected high schools were from Parochial Schools (15/58).

[c] P_{hs} = Proportion of High School, e.g., in 1969, 13% of all Freshmen from Parochial Schools were in Arts & Letters (15/118).

[d] P_{ss} = Proportion of All Selected Schools, e.g., in 1968, 14% of all Freshmen from the selected local high schools were in Arts & Letters (58/423).



ECONOMIC AREAS
of New York State

Source: Business Fact Book - New York State